The major in Rehabilitation Services is part of the Rehabilitation Institute. The mission of the baccalaureate program in Rehabilitation Services is to prepare students to work with people with disabilities in a variety of settings in a wide range of positions. Students will learn the knowledge and skills necessary to assist individuals with disabilities to obtain and maintain meaningful employment, to live as independently as possible, to participate to the fullest extent possible in their communities, and to assume control of their lives. Students who graduate from the program will be prepared to fill various roles including developmental training coordinator, independent living specialist, employment specialist, habilitation program coordinator, rehabilitation coordinator, addictions professional, community-based training instructor, case manager, job placement specialist, work adjustment specialist, residential service director, and job coach supervisor. They will be employed in settings such as vocational training programs, residential and day treatment programs, independent living centers, community rehabilitation programs and addiction treatment programs. Students also will be well prepared to enter a master’s degree program in rehabilitation or a related field.

Students majoring in Rehabilitation Services are required to complete 37 hours of University Core Curriculum courses, 45 hours in the major, and 38 hours of electives which are chosen by the student in conjunction with the advisor.

Students must maintain a 2.25 on a 4.0 scale overall and a 2.5 in major coursework to remain in the program and to graduate with a degree in Rehabilitation Services. Additionally, students must earn a C or better in all required Rehabilitation Services prefix courses.

The Capstone Option is available to students.

### Bachelor of Science Degree in Rehabilitation Services Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum Requirements</td>
<td>37</td>
</tr>
<tr>
<td>From within the Disciplinary Studies courses, students are encouraged to take PSYC 102.</td>
<td></td>
</tr>
<tr>
<td>Requirements for Major in Rehabilitation Services</td>
<td>45</td>
</tr>
<tr>
<td>REHB 205, REHB 400, REHB 401, REHB 405, REHB 407, one of REHB 445 (A-H), REHB 452, REHB 461, REHB 474, REHB 493, REHB 495</td>
<td></td>
</tr>
<tr>
<td>Electives by Advisement</td>
<td>38</td>
</tr>
<tr>
<td>Suggestions include: CDS 301, CDS 385; HE 311, HE 410; PSYC 222, PSYC 301, PSYC 303, PSYC 304, PSYC 305</td>
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</tbody>
</table>
### Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>431; REC 303; REHB 419, REHB 445F, REHB 446, REHB 471; SOC 303, SOC 321; SPED 430</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Total 120

1 REHB 205 is available for credit in the Human Health area of the University Core Curriculum.

### Rehabilitation Services Minor

A minor in Rehabilitation Services consists of 5 courses (15 hours). Three of those courses are required. They include REHB 205, REHB 401, and REHB 400. Additionally, students must take two of the following courses: REHB 407, REHB 452, one of REHB 445B,E,F,H, or REHB 461. A GPA of at least 2.5 must be achieved in the rehabilitation courses required of the minor.

REHB 205 is available for credit in the Human Health area of the University Core Curriculum.

### Rehabilitation Services Courses

**REHB205 - Disability & Chronic Disorders** 205-3 Disability and Chronic Disorders. (University Core Curriculum) This course focuses upon the common characteristics of physical, sensory, developmental, medical, and psychiatric disabilities. The course will discuss the definition and classification of each type of disability. Emphasized will be the diagnostic criteria and the biological, cognitive, behavioral, and social aspects of each particular disorder as they occur over the lifespan.

**REHB205H - Disability & Chronic Disorders** 205H-3 Disability and Chronic Disorders. (University Honors Program) (University Core Curriculum) This course focuses upon the common characteristics of physical, sensory, developmental, medical, and psychiatric disabilities. The course will discuss the definition and classification of each type of disability. Emphasized will be the diagnostic criteria and the biological, cognitive, behavioral, and social aspects of each particular disorder as they occur over the lifespan. Open to undergraduates. Available for Honors credit by special arrangement.

**REHB312 - Behavior and Society** 312-3 Behavior and Society. This course will provide students with an introduction to the principles of the science of behavior known as behavior analysis. The philosophical system known as behaviorism that underlies this area of study will be explored, as will the application of behavioral principles to a number of areas of social life.

**REHB400 - Intro to Rehabilitation** 400-3 Introduction to Rehabilitation. An introduction to the broad field of rehabilitation, to include the processes (services), facilities and personnel involved.

**REHB401 - Disability Diversity Society** 401-3 Disability, Diversity and Society. This course will address the relationship between prevailing societal attitudes and environmental designs and the opportunity of persons with disabilities to participate fully in society. It will examine the physical, mental, gender and cultural characteristics of persons with disabilities as determinants of their needs, values, aspiration and opportunities. How public policies can promote or limit inclusion and equal opportunities for persons with disabilities will also be addressed.

**REHB401H - Disability Diversity & Society** 401H-3 Disability, Diversity and Society. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

**REHB403 - Independent Living Rehab** 403-3 Independent Living Rehabilitation. Survey of principles and methods of independent living for persons with disabilities with attention to client assessment for rehabilitation, effective techniques for specific individuals with disabilities, and the variety of types and organization of independent living programs.
REHB405 - Intro: Aging & Rehab 405-3 Introduction to Aging and Rehabilitation. (Same as GRON 405) Introduction to the field of aging, including social, political, economic and legal issues pertinent to an aging society and rehabilitation.

REHB406 - Intro Behavior Analysis/Therapy 406-3 Introduction to Behavior Analysis and Therapy. A survey of the principles and procedures in behavior analysis and therapy and the scope of its application to human needs and problems. Prerequisite: REHB 312.

REHB406H - Behavior Analysis & Therapy 406H-3 Introduction to Behavior Analysis and Therapy. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

REHB407 - Basic Practices in Rehab 407-3 Basic Practices in Rehabilitation. Provides students with the basic pragmatic knowledge and skill base necessary for effective day-to-day practice in entry-level rehabilitation positions. The material will include but is not limited to: the team process and being an effective team-member; clinical interviewing and relationship building skills; active communication; rights and advocacy, ethics and ethical decision-making; intervention and psychotherapy models; psychopharmacology; and record-keeping and information management. Not for graduate credit.

REHB419 - Multicultural Counseling 419-3 Multicultural Counseling in Rehabilitation. (Same as REHB 519) The major focus is on building multicultural competencies in working with the basic cultural, economic and psychosocial processes relative to the rehabilitation of people from diverse and underrepresented populations and societies.

REHB421 - Career Counseling 421-3 Introduction to Career Counseling and Employment Services. Relates the psychosocial meaning of work, process of vocational development, theories of occupational choice and labor market trends to current and innovative methods of job development, selective placement and follow-up with individuals with disability. Special approval needed from the instructor.

REHB445A - Alcohol & Drug Abuse 445A-3 Rehabilitation Services with Special Populations-Alcohol and Drug Abuse. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

REHB445B - Psychiatric Rehab 445B-3 Psychiatric Rehabilitation. This course will explore the history, philosophy, practice, current trends, and issues of psychiatric rehabilitation. Rehabilitation services that (A) develop an individual's skills and (B) provide environmental support for people with chronic mental illness will be examined. Emphasis will be placed on reaching vocational goals and optimal independent functioning for people with psychiatric disabilities. Special approval needed from the instructor.

REHB445C - Juvenile Offender 445C-3 Rehabilitation Services with Special Populations-Juvenile Offender. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

REHB445D - Mental Retardation 445D-3 Rehabilitation Services with Special Populations-Mental Retardation. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

REHB445E - Physically Disabled 445E-3 Rehabilitation Services with Special Populations-Physically Disabled. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

REHB445F - Public Offender 445F-3 Rehabilitation Services with Special Populations-Public Offender. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

REHB445G - Sensory Disabled 445G-3 Rehabilitation Services with Special Populations-Sensory Disabled. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

REHB445H - Developmental Disabilities 445H-3 Rehabilitation Services with Special Populations-Developmental Disabilities. Procedures and programs pertinent to the care and treatment of special
populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

**REHB446 - Psychosocial Aspects of Aging** 446-3 Psychosocial Aspects of Aging. (Same as GRON 446) Selected theories of psychosocial aspects of aging will be presented and the psychological and sociological processes of aging with the ensuing changes will be related to these conceptual frameworks. Included for discussion and related to field experience will be such concerns as stress reactions to retirement, physical disabilities, impact of reduced economic resources, and other personal-social changes in aging. Topics will address the knowledge base needed by students concerned with rehabilitation of aging clients in institutional, community and home settings. Therapeutic techniques to ameliorate these stresses will be an integral part of the course.

**REHB447 - Biomedical Aspects of Aging** 447-3 Biomedical Aspects of Aging. The aging process in a life-span developmental perspective; biological theories of aging, physiological changes in middle and old age and their effects on behavior, performance potential, and psychosocial functioning; senility and other age-related disabilities, their prevention and management; geriatric health maintenance and rehabilitation; institutionalization; death and dying.

**REHB450 - Assistive Technology** 450-3 Assistive Technology. (Same as REHB 550) This course reviews applications of assistive technology (AT) used by people with disabilities. The course covers various types of AT ranging from low to high technology. Additionally, the course explores devices that are commercially available and those that are customized. Strategies for modifying tasks rather than using technology are reviewed.

**REHB452 - Individual Service Planning** 452-3 Individual Service Planning. This course provides students with skills to develop individual service plans for individuals being served in community rehabilitation programs. Topics covered include person-centered assessment, functional community based training, and written treatment plans. Prerequisites: REHB 205, REHB 400, REHB 445 (one of A-H) with grades of C or better.

**REHB453 - Personal/Family Life Styling** 453-1 to 4 Personal and Family Life Styling. The academic and personal competencies that are characteristic of fully functioning, integrated persons within the context of our twentieth century environment will be systematically reviewed for adoption in everyday living as well as in professional functions. Participants will focus on and experience life styling theories, models, and skills for their own growth and development and learn to assess basic risk-factors in their rehabilitation clients and families prior to helping them program a more balanced, synergistic, and holistic approach to living. Special approval needed from the instructor.

**REHB458 - Interventions Sub Use Addctns** 458-3 Interventions for Substance Use Disorders and Behavioral Addictions in Special Populations. (Same as REHB 558) This course provides a broad understanding of issues and trends in substance use disorder and behavioral addiction treatment, in a multicultural and diverse society, with a specific focus on treatment methods that reflect the culture-specific values and treatment needs of clients. The course will include an analysis of current literature related to the cultural nuances of diverse client populations with substance use or addictive behavior disorders. Formal case presentations including diagnoses and issues of multiculturalism related to clinical work will be used to facilitate student learning. This course is crosslisted with REHB 558. Prerequisite: REHB 461 with a grade of B or better.

**REHB461 - Intro to SUD** 461-3 Introduction to Substance Use Disorders and Behavioral Addictions. Introduction to the field of substance use and behavioral addictions counseling with an overview of foundation topics underlying professional practice. This course will focus primarily on substance use and behavioral addiction models, medical and psychological consequences, drug classification systems, legislation, and other clinical and public policy issues that may be relevant to the field.

**REHB466 - Addictions in Families** 466-3 Substance Use, Behavioral Addictions, and the Family. (Same as REHB 566) Explores the foundations of interdisciplinary treatment and prevention services for families experiencing challenges related to substance use disorders and behavioral addictions. Students will acquire skills in the use of strength based, systemic approaches in working with families in group and individual counseling. The course will include an exploration of the changing concepts associated with the
definition of family and challenges associated with non-traditional families. Ethical issues will be examined in addition to interagency collaborative practices. Prerequisite: REHB 461 with a grade of B or better.

**REHB468 - Sexuality & Disability** 468-3 Sexuality and Disability. Research and rehabilitation practices pertaining to the unique psychosexual aspects of various chronically disabling conditions will be examined.

**REHB471 - SUD Treatment** 471-3 Treatment, Recovery and Relapse Prevention. A comprehensive examination of assessment, diagnosis, referral, and treatment processes for substance use disorders and behavioral addictions. The course will cover treatment provided in a variety of settings. Students will acquire skills to provide person-centered treatment, recovery and relapse prevention services, using evidence based practices. The ASAM and the DSM V will be featured as treatment tools. Students will utilize case formulations to gain experience in the treatment plan development and implementation process. Ethical practices will be emphasized. Prerequisite: REHB 461 with a grade of B or better.

**REHB474 - Intro to Staff Supervision** 474-3 Introduction to Staff Supervision. This course provides an introduction to the skills necessary to supervise staff in rehabilitation settings. Students will receive training and practice in using management styles, time management, delegation, disciplining, coaching, behavioral supervision, goal-setting, performance evaluation, giving feedback, keeping documentation, listening, conflict resolution and facilitating meetings. Not for graduate credit. Prerequisite: REHB 400.

**REHB479 - Technical Writing in Rehab** 479-3 Technical Writing in Rehabilitation. Fundamentals of writing skills for rehabilitation specialists, including preparation and drafting of program/grant proposals, vocational evaluation/work adjustment reports, news releases and other publicity materials. Special approval needed from the instructor.

**REHB490 - Readings in Rehabilitation** 490-1 to 6 (1 to 3 per semester) Readings in Rehabilitation. Supervised readings in selected areas. Special approval needed from the instructor.

**REHB493 - Applied Research** 493-3 Applied Research in Professional Rehabilitation Practice. This course will provide students with the skills necessary to act as critical consumers of rehabilitation-related research. It will also provide students with the analytical skills necessary to apply the logic of research methodology to their work in implementing evidence based practices with consumers. Emphasis will be on developing student capacity to complete focused, topical reviews of the rehabilitation literature, effectively evaluate research methodology and practices and determine appropriateness of new approaches for application in the field. Prerequisites: REHB 205, REHB 407 with grades of C or better.

**REHB493H - Clinical Evaluation** 493H-3 Clinical Evaluation. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

**REHB494 - Work Experience in Rehab** 494-1 to 12 Work Experience in Rehabilitation. Credit granted for work experience in rehabilitation. Rehabilitation 494 and 594 both cannot be counted for a graduate degree; only one or the other can satisfy requirements toward a master's degree. Graded S/U only. Special approval needed from the department.

**REHB495 - Internship in Rehabilitation** 495-3 to 12 Internship in Rehabilitation. Supervised field experience in an agency or organization providing rehabilitation services. Not for graduate credit. Prerequisite: satisfactory completion of all other required undergraduate Rehabilitation courses, and minimum GPA of 2.5 in required Rehabilitation courses. P/F grading.

**REHB498 - Special Topics** 498-3 Special Topics in Rehabilitation Research and Practice. The topics in this course will be variable and will focus on current challenges in the rehabilitation field. Students will explore current research, evidence based practice and public policy as they pertain to the topic. Specific attention will be directed to how these topics may pose potential ethics/professional challenges and/or challenges for consumer advocacy or how the topic may represent new, innovative opportunities for the field.

**REHB499H - Honors in Rehab Services** 499H-3 to 6 Senior Hours in Rehabilitation Services. Intensive study in selective areas for students qualified for honors work in Rehabilitation Services. A research paper or equivalent will be required. Not for graduate credit. Prerequisites: REHB 205H, 401H, 406H, 493H. Special approval needed from the department.
Rehabilitation Services Faculty

Al-Ani, Salim S., Assistant Professor, Ph.D., Florida State University, 2014.
Austin, Gary, Professor, Emeritus, Ph.D., Northwestern University, 1973.
Beck, Richard J., Associate Professor, Emeritus, University of Wisconsin, 1990.
Blache, Stephen E., Professor, Emeritus, Ph.D., The Ohio University, 1970.
Bordieri, James E., Professor, Ph.D., Emeritus, Illinois Institute of Technology, 1980.
Boyer, Valerie E., Associate Professor, Ph.D., Southern Illinois University Carbondale, 2006.
Bryson, Seymour L., Professor, Emeritus, Ph.D., Southern Illinois University, 1972.
Crimando, William, Professor, Ph.D., Michigan State University, 1980.
Davis, Paula K., Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1989.
Dixon, Mark R., Professor, Ph.D., University of Nevada, 1998.
Falvo, Donna R., Professor, Emerita, Ph.D., Southern Illinois University, 1978.
Flowers, Carl R., Professor and Director, Rh.D., Southern Illinois University Carbondale, 1993.
Franca, Maria Claudia, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2006.
Greene, Brandon F., Professor, Emeritus, Ph.D., Florida State University, 1979.
Hoshiko, Michael S., Professor, Emeritus, Ph.D., Purdue University, 1957.
Jowett Hirst, Erica S., Assistant Professor, Ph.D., University of Kansas, 2014.
Koch, D. Shane, Professor, Rh.D., Southern Illinois University Carbondale, 1999.
Lehr, Robert P., Jr., Professor, Emeritus, Ph.D., Baylor University, 1971.
Nichols, Jane L., Assistant Professor, Ph.D., Michigan State University 2007.
Poppen, Roger L., Professor, Emeritus, Ph.D., Stanford University, 1968.
Redner, Ryan N, Assistant Professor, Ph.D., Western Michigan University, 2012.
Rehfeldt, Ruth Anne, Professor, Ph.D., University of Nevada, 1998.
Schultz, Martin C., Professor, Emeritus, Ph.D., University of Iowa, 1955.
Simpson, Kenneth O., Associate Professor, Emeritus, Ph.D., University of Nebraska-Lincoln, 1995.
Smith, Linda McCabe, Associate Professor and Associate Chancellor, Ph.D., Southern Illinois University Carbondale, 1994.
Taylor, Darrell, Associate Professor, Emeritus, Ph.D., University of South Florida, 1992.
Upton, Thomas D., Professor, Ph.D., The University of Iowa, 2000.
Vieceli, Louis, Associate Professor, Emeritus, M.S.Ed., Southern Illinois University, 1959.
Wright, W. Russell, Associate Professor, Emeritus, Ph.D., Southern Illinois University, 1974.

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Catalog Year Statement:
Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.