Rehabilitation Services

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 39 hours of University Core Curriculum courses, 48 hours in the major, and 33 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 (B.S.) 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>39</td>
</tr>
<tr>
<td>To include PSYC 102.</td>
<td></td>
</tr>
<tr>
<td>Requirements for Major in Rehabilitation Services</td>
<td>48</td>
</tr>
<tr>
<td>REHB 205, REHB 400, REHB 401, REHB 405, REHB 407, REHB 421, REHB 450, two of REHB 445 (A-H), REHB 452, REHB 461, REHB 474, REHB 493, REHB 495</td>
<td></td>
</tr>
<tr>
<td>Approved Electives</td>
<td>33</td>
</tr>
<tr>
<td>Suggestions include: CDS 301, CDS 385; PH 311, PH 410; PSYC 222, PSYC 301, PSYC 303, PSYC 304, PSYC 431; REC 303; REHB 419, REHB 445F, REHB 446, REHB 471; SOC 303, SOC 321; SPED 430</td>
<td></td>
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<tr>
<td>Total</td>
<td>120</td>
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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, REHB 445E, REHB 445F, REHB 445H, 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.

Substance Use and Behavioral Disorders Minor

The undergraduate minor in Substance Use and Behavioral Disorders (SUD) is designed for all SIU students with an interest in a SUD specialization. The minimum requirements for the SUD minor are comprised of 15 credit hours of coursework. All 15 semester hours must be completed at SIU. Students obtaining a minor must maintain an average GPA of 2.0 or above in their required coursework.

**Course Sequence:** The course sequence follows the Illinois Model for Counselor Certification* which outlines counseling training standards and skills. For successful completion of the minor students must complete the following courses:

- REHB 461: Introduction to Substance Use Disorders and Behavioral Addictions
- REHB 471: Treatment, Recovery and Relapse Prevention
- REHB 458: Interventions for Substance Use Disorders and Behavioral Addictions in Special Populations
- REHB 466: Substance Use, Behavioral Addictions, and the Family

**Elective:** A 3 credit elective may be taken in any department as long as the course content for the elective is related to the minor (e.g. counseling, case management, criminal justice, public health, social work).

Students completing a minor in SUD and planning to obtain a CADC certificate in Illinois must also complete an 8-credit hour supervised internship.

*Note: Only those students interested in obtaining a CADC in Illinois by meeting ICB advanced training requirements are required to complete an 8-credit hour supervised internship in addition to the above coursework. Students interested in obtaining the CADC certificate as part of their minor must contact the coordinator of the Substance Use Disorder and Addictive Behaviors Certificate Program for additional information about the certificate and internship placements.

For more information contact: Rehabilitation Counseling, and Administration Program, health.sciences@siu.edu.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB400</td>
<td>Intro to Rehabilitation</td>
<td>3</td>
<td>Introduction to the broad field of rehabilitation, to include the processes (services), facilities and personnel involved.</td>
</tr>
<tr>
<td>REHB401</td>
<td>Disability Diversity Society</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>REHB401H</td>
<td>Disability Diversity &amp; Society</td>
<td>3</td>
<td>Disability, Diversity and Society. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.</td>
</tr>
<tr>
<td>REHB405</td>
<td>Intro: Aging &amp; Rehab</td>
<td>3</td>
<td>Introduction to the field of aging, including social, political, economic and legal issues pertinent to an aging society and rehabilitation.</td>
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<tr>
<td>REHB407</td>
<td>Basic Practices in Rehab</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>REHB419</td>
<td>Multicultural Counseling</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>REHB421</td>
<td>Career Counseling</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>REHB445B</td>
<td>Psychiatric Rehab</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>REHB450</td>
<td>Assistive Technology</td>
<td>3</td>
<td>Assistive Technology. 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.</td>
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<tr>
<td>REHB453</td>
<td>Personal/Family Life Styling</td>
<td>1 to 4</td>
<td>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.</td>
</tr>
<tr>
<td>REHB458</td>
<td>Interventions Sub Use Addctns</td>
<td>3</td>
<td>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</td>
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</tbody>
</table>
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.

**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 minimum grade of B.

**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.

**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.

**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.

**Rehabilitation Services Faculty**

**Austin, Gary,** Professor, Emeritus, Ph.D., Northwestern University, 1973.


**Crimando, William**, Professor, Emeritus, Ph.D., Michigan State University, 1980.


Koch, D. Shane, Professor, Rh.D., Southern Illinois University Carbondale, 1999.
Lewis, Terri A., Assistant Professor of Practice, Ph.D., Southern Illinois University Carbondale, 2012.
Nichols, Jane L., Associate Professor, Ph.D., Michigan State University 2007.
Taylor, Darrell, Associate Professor, Emeritus, Ph.D., University of South Florida, 1992.
Taylor, Kathy J., Assistant Professor of Practice, Ph.D., Southern Illinois University Carbondale, 2013.
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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Southern Illinois University
Carbondale, IL 62901
Phone: (618) 453-2121

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.