

Rehabilitation Institute

<http://rehab.siu.edu/>

rehab@siu.edu

COLLEGE OF EDUCATION AND HUMAN SERVICES

Graduate Faculty:

Al-Ani, Salim S., Assistant Professor, Ph.D., Florida State University, 2014; 2015. Adult neurogenetics, dysphagia.

Austin, Gary F., Professor, *Emeritus*, Ph.D., Northwestern University, 1973; 1984.

Beck, Richard J., Associate Professor, *Emeritus*, Ph.D., University of Wisconsin, 1987; 1990. Chronic pain, substance abuse, workers' compensation, and cross-cultural counseling.

Benshoff, John J., Professor, *Emeritus*, Ph.D., University of Northern Colorado, 1987; 1988. Rehabilitation Counseling.

Blache, Stephen E., Professor, *Emeritus*, Ph.D., The Ohio University - Athens, 1970; 1971.

Bordieri, James E., Professor, *Emeritus*, Ph.D., Illinois Institute of Technology, 1980; 1986. Vocational evaluation, rehabilitation administration, job placement, rehabilitation management.

Boyer, Valerie, Associate Professor, Ph.D., SIUC, 2006; 2009. Child Language, animal-assisted therapy.

Bryson, Seymour L., Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1972; 1969.

Crimando, William, Professor, Ph.D., Michigan State University, 1980; 1980. Job development and placement, computers in rehabilitation, adjustment services, staff training and development.

Cuvo, Anthony J., Professor, *Emeritus*, Ph.D., University of Connecticut, 1973; 1973.

Davis, Paula K., Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1989; 1995.

Dixon, Mark, Professor, Ph.D., University of Nevada-Reno, 1998; 2000. Behavior analysis, behavior therapy and medicine, gambling, brain injury.

Falvo, Donna, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1978; 1974.

Flowers, Carl, Professor and *Director*, Rh.D., Southern Illinois University Carbondale, 1993; 2002.

Franca, Maria Claudia, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2006; 2008. Voice science and multicultural issues related to communication disorders and sciences.

Greene, Brandon, Professor, *Emeritus*, Ph.D., Florida State University, 1979; 1979. Behavior analysis in consumer affairs; parent and staff training.

Hoshiko, Michael S., Professor, *Emeritus*, Ph.D., Purdue University, 1957; 1957.

Jowett Hirst, Erica S., Assistant Professor, Ph.D., University of Kansas, 2014; 2015. Behavioral psychology, preference for skill-acquisition procedures, parent training.

Koch, D. Shane, Professor, Rh.D., Southern Illinois University, 1999; 2005. Rehabilitation counseling, alcohol, drugs, and disability.

Lehr, Robert P., Jr., Professor, *Emeritus*, Ph.D., Baylor University, 1971; 1973.

Nichols, Jane L., Assistant Professor, Ph.D., Michigan State University, 2007; 2012. Rehabilitation Counseling, challenges in communication, decision making, and addictive behaviors.

Poppen, Roger L., Professor, *Emeritus*, Ph.D., Stanford University, 1968; 1970.

Rehfeldt, Ruth Anne, Professor, Ph.D., University of Nevada-Reno, 1998; 2000. Autism, language acquisition and enhancement, supported employment, applied behavior analysis.

Redner, Ryan N., Assistant Professor, Ph.D., Western Michigan University, 2012; 2015. Tobacco regulatory science, treatment of smoking, application of behavioral economics.

Robertson, Stacia, Associate Professor, Ph.D., The Pennsylvania State University, 2003; 2004. Rehabilitation counseling, counseling psychology, diversity and rehabilitation, and vocational rehabilitation.

Rubin, Stanford E., Professor, *Emeritus*, Ed.D., University of Illinois, 1968; 1980.

Schultz, Martin C., Professor, *Emeritus*, Ph.D., University of Iowa, 1955; 1986.

Simpson, Kenneth O., Associate Professor, *Emeritus*, Ph.D., University of Nebraska-Lincoln, 1995; 1994. Alternative/ augmentative communication, motor speech disorders.

Smith, Linda, Associate Professor and *Associate Chancellor*, Ph.D., Southern Illinois University Carbondale, 1994; 1994. Language development/language disorders in children, multi-cultural populations, assessment of language in children.

Taylor, Darrell, Associate Professor, *Emeritus*, Ph.D., University of South Florida, 1992; 1992. Vocational evaluation and work adjustment, cognate rehabilitation counseling.

Upton, Thomas, Professor, Ph.D., The University of Iowa, 2000; 2000. Rehabilitation counseling, advances in rehabilitation, persons with brain injury, disability attitudes, and postsecondary educational accommodations.

Vieceli, Louis, Associate Professor, *Emeritus*, M.S.Ed., Southern Illinois University Carbondale, 1959; 1958.

Wright, W. Russell, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1974; 1971

In response to pressing human and social needs, the applied field of rehabilitation has solidly entrenched itself as a professional discipline. Multidisciplinary courses of study have been drawn together from the behavioral, social, and medical sciences appropriate to the development of competent practitioners, supervisors, and programmers in rehabilitation and welfare agencies. The overall program is left purposely broad and flexible to permit the inclusion of training innovations and emerging career patterns.

The Rehabilitation Institute offers graduate programs leading to the Doctor of Philosophy degree and to the Master of Science degree with majors in behavior analysis and therapy, communication disorders and sciences, rehabilitation administration and services, and rehabilitation counseling.

This program requires a nonrefundable \$65.00 application fee that must be submitted with the application for Admissions to Graduate Study in the Rehabilitation Institute. Applicants must pay this fee by credit card.

The Master's Degree Program

The master's degree programs in rehabilitation administration and services, behavior analysis and therapy are 45 semester hour programs and rehabilitation counseling is 51 semester hours. Candidates have the option of a research paper or a thesis. Candidates concentrating primarily on preparation for entry into the helping profession ordinarily opt to complete a research paper in their area of concentration. The thesis option typically requires a thesis of an experimental nature, a survey, or other form of research in which empirical data are collected and analyzed. Candidates must demonstrate their skills in formulating researchable questions or hypotheses, in identifying and/or manipulating relevant variables, and in the analysis and reporting of the results.

BEHAVIOR ANALYSIS AND THERAPY

The behavior analysis and therapy program is devoted to the empirically-based development and application of learning principles to a wide variety of human needs. Training is offered in behavioral practice, research and theory as it applies to problems such as child abuse and neglect, developmental disabilities, chronic medical conditions, and traumatic head injury.

Degree Requirements

In fulfilling the 45 semester hour requirement, the student must complete the required courses or their equivalent, at least two elective courses from those listed below, at least one 3-hour practicum, an internship, and either a research paper or thesis.

Required Courses

REHB 503	Basic Behavior Analysis
REHB 508	Complex Behavior Analysis
REHB 509A	Behavior Analysis Research Designs: Single-Subject Designs
REHB 509B	Behavior Analysis Research Designs: Group Designs
REHB 512	Legal and Ethical Issues in Behavior Analysis
REHB 535	Behavioral Observation Methods
REHB 574	Staff Training and Development
REHB 594B	Practicum in Behavior Analysis and Therapy

Elective Courses

REHB 515	Behavioral Applications to Medical Problems
REHB 543	Child Behavior
REHB 545	Behavior Analysis in Developmental Disabilities
REHB 557A	Self-Regulation of Behavior: Self-control
REHB 557B	Self-Regulation of Behavior: Biofeedback
REHB 563	Behavioral Analysis: Community Applications
REHB 584	Seminar in Behavior Analysis and Therapy
REHB 589	Professional Seminar in Rehabilitation

Internship

The student must complete satisfactorily 9 hours of REHB 595 (Internship in Rehabilitation) under the supervision of a behavior analysis and therapy faculty member. The internship is typically begun following two semesters of course work.

Research Paper or Thesis

The student must complete satisfactorily 3 to 6 hours of REHB 593 (Research in Rehabilitation) or REHB 599 (Thesis) under

the direction of a chairperson. The chairperson is a member of the behavior analysis and therapy faculty selected by mutual agreement between the student and the faculty member.

For the research paper, an additional graduate faculty member may be selected by mutual agreement between the student and the chairperson to serve as a reader. This is not required.

For the thesis, a second faculty member of the behavior analysis and therapy program will be selected by mutual agreement between the student and the chairperson to serve as thesis committee member. The committee will review the thesis prior to its initiation, as a prospectus, and after its completion, in an oral defense. At the oral defense, a third graduate faculty member, selected by mutual agreement between all parties, will be added to the committee to serve as a reader.

Courses (BAT)

406-3 Applied Behavior Analysis II. This course is an advanced survey of basic and applied research related to the principles and procedures in behavior analysis. As the second part of the ABA courses, this course serves to extend student's understanding of the principles of respondent and operant conditioning through exposure to basic research and demonstrations of interventions across diverse populations and settings. Prerequisite: REHB 312 with a minimum grade of C.

430-3 Behavior Therapy. This course will trace the history of behavior therapy from early days where aversive and punishment procedures were instated to modern day positive-based interventions. Various therapeutic approaches will be covered including behavioral relaxation training, functional analytic psychotherapy, acceptance therapy and positive/mindful therapies. Prerequisite: BAT 312, BAT 406 with minimum grades of C.

433-3 Applied Behavior Analysis with Pediatric Populations. This course provides students with knowledge related to the application of behavior analytic approaches to assessment and treatment of many childhood behavior problems. Topics covered will include assessment and treatment of problem behavior exhibited in school and home settings displayed by typically-functioning individuals, as well as individuals with a variety of developmental disorders. Prerequisite: BAT 312, BAT 406.

440-3 Ethics in Behavior Analysis & Therapy. This course focuses on ethical conduct within the field of behavior analysis, and emphasizes problem-solving strategies to assist practitioners in resolving ethical dilemmas that may come in the delivery of behavioral services. The course will provide an interpretation of the Behavior Analyst Certification Board guidelines for ethical conduct.

441-3 Assessment & Measurement. This course will provide an overview of behavioral observation methods, including approaches for monitoring and recording behavior over the course of behavior analytic services. Issues of reliability and validity will also be examined. Prerequisite: BAT 312.

445H-3 Autism and Intellectual Disabilities. This class introduces students to the variety of intellectual disabilities found within our society. Topics will range from how genetic mutations can result in life long disabilities, as well as how unknown factors produce disorders such as autism. Students

will learn about diagnoses, assessment and treatment for a variety of disorders and how to manage such disabilities throughout the lifespan.

452-3 Behavior Analytic Approaches to Individualized Service Planning. This course provides students with the skills to develop and evaluate service plans for individuals receiving community education, rehabilitation, and other services from a behavior analytic perspective. Topics covered include person-centered assessment, functional community based training, individualized assessment, and written treatment plans. Prerequisite: BAT 312; BAT 406 with minimum grades of C.

474-3 Performance Management. This course focuses on the application of behavior analysis within organizations. Using the principles of behavioral science, students will learn how to manage employee behavior, develop organizational goals and objectives, track performance of work teams, and provide objective measures of compensation. Topics will include program evaluation, motivation, performance reviews, and emerging trends in organizational design. Prerequisite: BAT 312; BAT 406 with minimum grades of C.

493-3 Single-Case Research Methodology. This course will provide students with the skills necessary to act as critical consumers of intervention research. It will also provide students with the analytical skills necessary to apply the logic of single-case research methodology to their work with the consumer. Emphasized will be the critique and interpretation of published research, as well as the writing competencies required for a student to successfully prepare a research paper. Prerequisite: BAT 312 and simultaneous enrollment in or prior completion of BAT 406.

495-3 Practicum. Application of behavioral analytical principles to clinical settings, cooperatively guided by Behavior Analysis and Therapy program faculty and human service agency staff. Prerequisite: BAT 312, BAT 406; BAT 440 with minimum grades of C.

COMMUNICATION DISORDERS AND SCIENCES

The communication disorders and sciences program offers graduate work leading to the Master of Science degree. The program in communication disorders and sciences is designed to develop competence in the assessment and treatment of persons with communication disorders.

Coursework is planned to meet the academic and professional requirements for state and national certification, which are required for professional employment. These requirements comprise a minimum of 75 semester hours of course work, at least 30 semester hours of which must be at the graduate level. The M.S. degree program in speech-language pathology will culminate in eligibility for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and state licensure. ASHA certification is required for work in agencies, hospitals, medical centers, and higher education. Students may take additional course work to qualify them for the The program maintains many active research facilities which provide laboratories and specialized equipment for the study of both the normal and impaired functions of the speech, language, and hearing processes.

Additional information regarding financial aid, programs,

and application procedures can be secured by writing to: Communication Disorders and Sciences Program, Rehabilitation Institute, Southern Illinois University Carbondale, Carbondale, IL 62901-4609.

Academic Standing

The graduate student whose overall graduate grade point average (GGPA) falls below 3.0 shall be placed on academic probation by the Graduate School. Students are restricted from clinical experiences while on academic probation. The time limit for being removed from probationary status shall be maximum of two consecutive regular semesters. If at this time the student's overall GGPA is not at least 3.0, the student's enrollment will be terminated. In addition, students whose semester GGPA falls below 3.0 for two consecutive regular semesters, will be terminated from the program. Grades of "C" or below are considered failing grades in the CDS graduate program.

Master's Degree Program Leading to Certification in Speech Pathology

The master's degree requires a minimum of 30 semester hours of acceptable graduate credit (3.0 average), at least 15 semester hours of which are at the 500 level. The program for the M.S. degree is a five semester course of study of approximately 63 to 71 semester hours. Specific course requirements and total number of hours are generally determined by advisement after consultation with the graduate student. The master's degree also requires that each student either successfully pass a comprehensive examination or successfully complete an approved thesis.

Students must select one of the following plans:

THESIS PROGRAM: CERTIFICATION IN SPEECH PATHOLOGY

Required Core Courses 30 hours

Speech-12

- CDS 505-3 Phonological Development & Disorders
- CDS 510-3 Stuttering: Behavior Assessment and Therapy
- CDS 512-3 Voice Disorders
- CDS 541-3 Neurogenetics Disorders of Communication II

Language-9

- CDS 507-3 Language Disorders
- CDS 517-3 Seminar: Language Disorders Birth to Three
- CDS 540-3 Neurogenic Disorders of Communication I

Speech or Language-6

- CDS 485-3 Special Topics (Counseling)
- CDS 485-3 Special Topics (Medical Speech)

Speech, Language or Hearing-3

- CDS 485-3 Special Topics (Advanced Aural Rehabilitation)
- Optional Electives:

CDS 408, 450, 460, 533, 544, 550, 590, 596

Required Clinical Courses: 29-32 hours *varies depending on selection of CDS 598 or 597

- CDS 594-3 (A), 594-3 (B), 594-2 (C)
- CDS 598-9 Internship in Communication Disorders
- CDS 598-9 Internship in Communication Disorders (or CDS 597-12 Public School Practicum)

CDS 595-1, CDS 595-1, CDS 595-1

Required Research Tools: 6 hours

CDS 500-3 Research Design in Speech Pathology & Audiology

3 hours statistics or research design

Thesis: 3 hours

3 hours from CDS 599

Total: 68-71 hours *varies due to student selection of CDS 598 or 597

COMPREHENSIVE EXAMINATION PROGRAM: CERTIFICATION IN SPEECH PATHOLOGY

Required Core Courses (30 hours)

Speech-12

- CDS 505-3 Phonological Development & Disorders
- CDS 510-3 Stuttering: Behavior Assessment and Therapy
- CDS 512-3 Voice Disorders
- CDS 541-3 Neurogenic Disorders of Communication II

Language-9

- CDS 507-3 Language Disorders
- CDS 517-3 Seminar: Language Disorders Birth to Three
- CDS 540-3 Neurogenic Disorders of Communication I

Speech or Language-6

- CDS 485-3 Special Topics (Counseling)
- CDS 485-3 Special Topics (Medical Speech)

Speech, Language or Hearing-3

- CDS 485-3 Special Topics (Advanced Aural Rehabilitation)
- Optional Electives:
CDS 408, 450, 460, 533, 544, 550, 590, 596

Required Clinical Courses: 29-32 hours *varies depending on selection of CDS 598 or 597

- CDS 594-3 (A), 594-3 (B), 594-2 (C)
- CDS 598-9 Internship in Speech-Language Pathology & Audiology
- CDS 598-9 Internship in Speech-Language Pathology & Audiology
(or CDS 597-12 Public School Practicum)
- CDS 595-1, CDS 595-1, CDS 595-1

Required Research Tools: 3 hours

CDS 500-3 Research Design in Speech Pathology & Audiology

Comprehensive Exam: 1 hours

1 hour from CDS 593

Total: 63-66 hours * varies due to student selection of CDS 598 or 597

Students may petition the faculty for a master's degree which does not include the clinical courses and does not culminate in eligibility for certification in speech pathology (minimum of 34 required hours)

Courses (CDS)

408-3 Communicative Disorders: Craniofacial Anomalies.

Development of cleft palate and related anomalies that cause communication disorders. Assessment and intervention of

the communication disorders related to these impairments. Prerequisite: Coursework on the normal structure and function of the speech and hearing mechanism.

410-3 Multicultural Aspects of Communication Disorders.

Students will explore different cultures and communication within these cultures. Emphasis will be placed on the relationship between cultural differences and communication disorders. Review of speech and language disorders in multicultural populations, as well as assessment and intervention strategies for use with this diverse group will be provided. Prerequisite: 302, 303 or consent of instructor.

420-3 Introduction to Audiological Disorders and Evaluation.

Bases of professional field of audiology (orientation, anatomy and physiology of the auditory system), major disease processes influencing hearing and their manifestations, measurement of hearing loss. Prerequisite: CDS 301 and 314.

450-3 Neuroanatomical Basis of Human Communication.

Examination of the central nervous system (brain and spinal cord) as it relates to normal and disordered human communication. Presentation of basic neuroanatomy, common neuropathologies relevant to communication disorders, and strategies in neurogenic problem solving. Prerequisite: 314 or consent of instructor.

460-3 Augmentative and Alternative Communication Systems.

An introduction to alternative and augmentative communication systems for non-vocal clients. Discussions include: use of aided and unaided augmentative systems, assessment procedures and training. Prerequisite: 301 or consent of instructor.

485-1 to 9 (1 to 3 per section) Special Topics in Communication Disorders and Sciences.

Topical presentations of current information on special interests of the faculty not otherwise covered in the curriculum. Designed to promote better understanding of recent developments related to disorders of verbal communication. Open to advanced undergraduate and graduate students with consent of instructor. The student may take only one section per 700 numbers.

491-1 to 9 (1 to 3 per semester) Individual Study.

Activities involved shall be investigative, creative, or clinical in character. Must be arranged in advance with the instructor, with consent of the chair. Special approval needed from the chair.

492-3 Diagnostic Procedures in Communication Disorders.

A course devoted to discussion of the role of the speech and hearing clinician as a differential diagnostician. Special emphasis is placed on correlating information obtained from the oral-peripheral examination, articulation and language evaluation, audiometric and case history information in constructing the initial evaluation report. Special approval needed from the instructor.

493-3 Basic Clinical Practice.

Current information regarding diagnostic, treatment and documentation procedures in speech-language pathology will be presented through active observation in the clinical environment and classroom instruction. Special approval needed from the instructor.

500-3 Research Design in Speech Pathology and Audiology.

Evaluation of the strategies and procedural tactics of behavioral research.

505-3 Phonological Development and Disorders.

An introductory discussion of the important linguistic, physiological and acoustic variables which affect language production at

the segmental and supra-segmental level of language; and an historical examination of the growth and development of distinctive feature systems from 1920 to the present. Concentration upon the mathematical, logical, physiological and acoustic assumptions of the various matrices, which have been developed. Prerequisite: 302 or equivalent. Special approval needed from the instructor.

507-3 Language Disorders. Discussion of the application of current theoretical implications and research findings to the syntactically impaired. This course emphasizes diagnostic and therapeutic models applicable to language disorders. Opportunities for research and clinical experience with young children displaying developmental language problems will be provided. Required for Master's students. Prerequisite: 303 or consent of instructor.

510-3 Stuttering: Behavior Assessment and Therapy. Explores the assumptions underlying diagnosis and assessment. Procedures specific to the differential assessment of fluency failures are examined, evaluated and related to therapeutic strategies and the tactics of behavior change. Special approval needed from the instructor.

512-3 Voice Disorders. An intensive study of the variables of air stream modulation resulting from impaired structures and function of head and neck.

517-3 Seminar: Language Disorders Birth to Three. In this course we will identify a typical physical growth, cognitive and motor functions and other areas of development that affect communication in children ages 0 to three years. It will also infuse cultural awareness, and provide information on working with families, peer professionals, processes of teaming, referral and collaboration. Prerequisite: 303 or equivalent or consent of instructor.

518-3 Problems of Communication and the Process of Aging. Review problems of communication related to the aging process and examine relevant diagnostic and therapeutic techniques.

519-3 Medical Speech-Language Pathology and Augmentative Communication. Disorders of communication that often occur in medical settings, including those related to traumatic brain injury and laryngectomy. Also focuses on persons with severe communication impairment and augmentative/alternative communication as a broad category of intervention procedures for this client population.

533-3 to 6 (3,3) Seminar: Speech and Auditory Perception. Special problems in hearing and communication science. Students may choose from a wide range of topics: speech acoustic, kinesthetic and vibrotactile perception, voiceprint identification, synthetic and compressed speech, digital speech, electro stimulation of hearing, and neuro-physiological basis for perception. One or more topics are pursued in depth. The seminar may be repeated for a total of six hours with different content. Special approval needed from the instructor.

540-3 Neurogenic Disorders of Communication I. Focus on aphasia and neurolinguistic science. A clinically oriented presentation of the aphasias, and related CNS language disturbances, will be integrated with an introduction to the broader field of neurolinguistics. Clinical aspects will focus on assessment of rehabilitation approaches in aphasia and related disorders. Other topics include cortical language representation, hemispheric functions (general), and review of

basic neurolinguistic literature. Prerequisite: 450 or consent of instructor.

541-3 Neurogenic Disorders of Communication II. Focus on the role of the pyramidal and extrapyramidal motor systems in speech production and speech disorders related to abnormalities in these motor systems. Discussion of the neurological basis and clinical management of the dysarthrias and verbal apraxia. Prerequisite: 540 or consent of instructor.

544-1 to 6 Seminar: Computer Techniques for Phonological Disorders in Children. A laboratory based examination of the distinctive features used by children in the normal and abnormal acquisition of phonology. Discussions and practical projects are developed to further the student's understanding of current assumptions concerning the acoustical aspects of abnormal phonation and speech sound production. Group projects are developed using computer based speech sound digitizing equipment. Course credit is based upon the time involved and the complexity of the topic. Digital software and laboratory examination topics are varied to meet individual student needs. May be repeated as topics vary to a total of 6 hours.

550-1 to 15 Professional Training Seminar. A special seminar that provides doctoral students the opportunity to prepare and present papers on various aspects of speech-language pathology and audiology. Liberal discussion will follow each paper. All doctoral students are required to enroll for one credit each semester until admitted to candidacy. Graded *S/U* only. Only four credit hours are counted toward the Ph.D. degree.

590-1 to 4 (1 to 2, 1 to 2) Readings in Speech-Language Pathology and Audiology. Supervised and directed readings in specific areas of speech pathology and in audiology. Maximum of two hours counted toward Master's degree. Special approval needed from the chair.

593-1 to 3 Research Problems in Speech-Language Pathology and Audiology. Individual work upon selected problems for research. Special approval needed from the chair.

594-1 to 18 (1 to 3 per semester) Advanced Clinical Practice Therapy/SLP. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures. Overview of clinical practice in various settings, federal legislation and standards of ethical practice. Special approval needed from the instructor.

595-1 to 3 Clinic Seminar. Take concurrently with CDS 594. Topics differ each semester and are related to clinical practice, including those necessary for successful completion of advanced clinical practicum, internship/student-teaching, clinical fellowship and professional credentialing. Fulfills the reading instruction requirement for the Illinois Professional Educator License for speech-language pathologists. Partially fulfills the requirements for ASHA certification.

596-1 Advanced Clinical Practice: Hearing Diagnostics. Advanced clinical practice in hearing diagnostics. Emphasis will be placed on diagnostic techniques used in the preparation of basic and advanced audiological reports. Graded *S/U* only. Special approval needed from the instructor.

597-12 Public School Practicum. Public School internship provides the student with clinical experience under the supervision of a school-based certified speech-language pathologist. The student should receive experience with the

disorders of fluency, articulation, voice, organics, language and hearing. The student should also gain administrative experience. Lab Fee: \$100. Prerequisite: 150 to 200 clock hours. Special approval needed from the instructor.

598-6 to 12 Internship Communication Disorders. Internship in a selected medical center, hospital clinic, community agency, or private clinic. The internship provides the student with an intensive, professional, clinical experience under supervision of qualified and certified resident staff members. Prerequisite: consent of instructor.

599-1 to 6 Thesis.

600-1 to 32 (1 to 16 per semester) Dissertation.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.

REHABILITATION ADMINISTRATION AND SERVICES

Students receive their degrees in Rehabilitation Administration and Services. Preference in admissions to the Administration concentration will be given to applicants having no fewer than 2 years of approved, acceptable rehabilitation or related work experience. All students must complete a minimum of 36 semester hours of graduate course work, which includes a research paper or thesis. Students applying for RA&S admission, but not meeting the professional experience criterion, may be considered for admission. If admitted, students will be required to complete a full-time internship (6 semester hours). During the first semester of full-time study, or a comparable time for part time students, the student must have a plan of study approved by the advisor and program coordinator. This plan of study normally includes rehabilitation administration core and professional course work, although specific plans may differ for students with varying backgrounds and career goals.

The Rehabilitation Administration requirements are as follows:

Rehabilitation Core (24 hours)

REHB 513-3 to 4	Medical and Psychosocial Aspects of Disability
REHB 519-3	Multicultural Counseling in Rehabilitation
REHB 593-6	Research in Rehabilitation
	or
REHB 593-3	Research in Rehabilitation and
REHB 599-3	Thesis

Rehabilitation Administration Concentration (24 hours)

REHB 570-3	Rehabilitation Administration
REHB 573-3	Programming, Budgeting, and Community Resources
REHB 576-3	Development and Supervision of Rehabilitation Employees

REHB 578-3	Program Evaluation in Rehabilitation
REHB 579-3	Advanced Fiscal Management in Rehabilitation
REHB 580-3	Professional and Community Relations in Rehabilitation
REHB 581-3	Professional Issues in Rehabilitation
REHB 582-3	Seminar in Rehabilitation Services

Rehabilitation Services Concentration

Students may opt for the Services program sequence (10 semester hours), as part of their Plan of Study. The Rehabilitation Services sequence includes:

REHB 521-3	Vocational Development and Placement
REHB 530-3	Assessment Procedures
REHB 575-4	Case Management and

REHB 595A,B-6 Internship in Rehabilitation

These may be taken in lieu of REHB 573, REHB 578, and REHB 579.

Practicum and Internship Requirements

Practicum and internships are not required for students admitted to the program with 2 years of approved, acceptable rehabilitation or related work experience. Students with minimal or no rehabilitation related work experiences will be expected to complete the required 6 semester hours of field experience.

Requirements for Research Paper or Thesis and Comprehensive Examination

All students are required to complete a scholarly research paper or thesis in a rehabilitation-related area and an oral comprehensive examination. The student completing a graduate thesis must orally defend it before a thesis committee.

REHABILITATION COUNSELING

Rehabilitation counseling is a process which assists individuals with disabilities to cope constructively with their disability, to maximize their abilities, and to enhance their quality of life physically, psychologically, socially, and vocationally. Through training, professional rehabilitation counselors obtain skills in counseling, evaluation, career exploration, job development and placement, and case management.

The focus of the rehabilitation counselor training program is to prepare professional rehabilitation counselors with the knowledge, skills, and attitudes needed to enter the field. During the training program, students acquire counseling skills, knowledge and understanding of medical and psychological impact of chronic illness and disability on all areas of the individual's life including vocational and independent living issues, as well as skills related to assessment and evaluation, and an understanding of the legislative, historical, and philosophical background of rehabilitation. Student's professional development is encouraged through participation in professional rehabilitation counseling organizations.

The rehabilitation counselor training program is fully accredited by the Council on Rehabilitation Education (CORE). Graduates of the program are eligible to sit for the CRC (Certified Rehabilitation Counselor) examination, a national examination administered by the Commission on Rehabilitation

Counselor Certification (CRCC). Additionally, in the state of Illinois, graduates are eligible to apply for license as a Licensed Professional Counselor (LPC).

General Requirements

The course of study within the rehabilitation counselor training program consists of a minimum of 51 semester hours and involves a blend of academic and clinical experiences. Students in the Rehabilitation Counseling Program must complete 42 hours after admission to the Rehabilitation Counseling Program. Students may transfer a maximum of 6 credit hours of credit taken prior to admission to the program to their 51 hour requirement if the course work is appropriate to Rehabilitation Counseling. Under no circumstances may previous work experience serve as equivalency for any credit hours or clinical practicum or internship experience. In addition to course work, students must complete one semester of practicum, one semester of internship, and a thesis, research paper, or research class in Rehabilitation. Before graduation students must also pass a comprehensive examination.

The required program of study is:

REHB 400	Introduction to Rehabilitation
REHB 521	Vocational Development and Placement
REHB 501	Introduction to Interpersonal Skills Development in Rehabilitation Counseling
REHB 513	Medical and Psychosocial Aspects of Disability
REHB 519	Multicultural Counseling in Rehabilitation
REHB 530	Assessment Procedures in Rehabilitation Counseling
REHB 551	Rehabilitation Counseling: Theory and Practice
REHB 575	Case Management in Rehabilitation Counseling
REHB 589	Professional Seminar in Rehabilitation
REHB 593	Research in Rehabilitation
	or
REHB 593-A	Research in Rehabilitation Counseling
	or
REHB 599	Thesis
REHB 594C	Practicum in Rehabilitation Counseling
REHB 595A,B	Internship in Rehabilitation

Practicum and Internship Requirements

Students in the Rehabilitation Counseling program are required to complete a total of four semester credit hours of practicum in Rehabilitation Counseling. All practicum and internship sites must be pre-approved by Rehabilitation Counseling faculty. Practicum involves the student's participation eight hours per week for 16 weeks at the practicum site. The majority of the student's time in practicum must be spent in direct client counseling. Counseling sessions must be audio or video taped or have provision for direct supervision by the student's supervisor, such as through a two way mirror. Students in practicum are required to meet with their faculty supervisor once per week during the 16 weeks of practicum in order to review tapes of counseling sessions. Rehabilitation Counseling students are also required to complete a total of eight semester credit

hours of internship in Rehabilitation Counseling. Prerequisite to internship is successful completion of the Rehabilitation Counseling practicum. General Rehabilitation Counseling internship requirements include an internship of 40 hours per week for 16 weeks or 20 hours per week for 32 weeks at a site approved by the Rehabilitation Counseling faculty, and one hour per week of supervision, preferably by a Certified Rehabilitation Counselor. During internship at least 50% of the student's responsibilities must include direct experience in individual and/or group counseling of persons with emotional, social, behavioral or physical disability.

Students are also given the opportunity within their program of study to take electives. In addition to the required course of study for rehabilitation counseling, students may choose to specialize in a particular area by taking additional elective courses. Examples of possibilities of specialization are listed below.

Studies in Substance Use Disorders and Behavioral Addictions

A sequence of courses is offered within the rehabilitation counselor training program for students interested in specialized counseling skills for work in treatment and other settings as a substance use disorders and behavioral addictions counselor. Students are required to complete a specific sequence of courses in addition to an internship in an approved rehabilitation and treatment setting. These courses would be taken in addition to completion of the courses required for the master's degree in rehabilitation counseling. Successful completion of this course sequence and field work enables students to sit for the State of Illinois CADC (Certification for Alcohol and Other Drug Counselors)

Graduate students from other disciplines in the University are eligible to enroll in these courses to complete these certification requirements. The required courses are:

REHB 461:	Introduction to Substance Use Disorders and Behavioral Addictions
REHB 471:	Treatment, Recovery and Relapse Prevention
REHB 558:	Interventions for Substance Use Disorders and Behavioral Addictions in Special Populations
REHB 566:	Substance Use, Behavioral Addictions and the Family

Studies in the Substance Use Disorders and Behavioral Addiction program, within the Rehabilitation Counselor Training Program are accredited by the Illinois Alcohol and Other Drug Abuse Certification Association, Inc. (IAODAPCA), and qualify as Advanced Training for the purpose of certification in Illinois.

Certificate in Substance Use Disorders and Behavioral Addictions

The Post-Baccalaureate Certificate in Substance Use Disorders and Behavioral Addictions housed in the Rehabilitation Counselor Training Program in the Rehabilitation Institute, is open to graduate students interested in developing specialized counseling skills for work in treatment and other settings as a substance use disorders and behavioral addictions counselor. Participation in these courses will allow the student to sit for

the State of Illinois CADC (Certification for Alcohol and Other Drug Counselors). Students must complete 15 total credits of required coursework, and an academic discipline-based 500 hour internship (8 credits). Courses include: REHB 461, 471, 558, and one approved elective.

Studies in the Substance Use Disorders and Behavioral Addiction Training Program are accredited by the Illinois Alcohol and Other Drug Abuse Certification Association, Inc. (IAODAPCA), and qualify as Advanced Training for the purpose of certification in Illinois.

For more information contact:

Dr. Jane Nichols, Ph.D., NCC, LPC, CRC, Rehabilitation Counseling and Administration Program, Southern Illinois University, Rehn Hall - Mail Code 4609, 1025 Lincoln Dr., Carbondale, IL 62901, Email: jlnichols@siu.edu, Telephone: 618-453-8291

Studies in Aging

This area of special study offered within the Rehabilitation Institute includes a sequence of three elective courses in aging in addition to those courses required for the general rehabilitation counseling curriculum, and an internship in an agency or facility which serves older adults. Students in other disciplines within the University are eligible to enroll in any of the three courses in aging, however only rehabilitation students will be eligible for the internship.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The doctoral program in rehabilitation prepares students to function effectively as rehabilitation educators, researchers, or administrators. It does this by fostering the student's development and acquisition of relevant conceptual and experiential skills in evaluation and research methodologies, in rehabilitation service, in rehabilitation education practices, or in the management of service units.

Admission and Retention Standards

All applicable policies and procedures of the Graduate School with regard to the admission of doctoral students will be followed. Requirements for admission to the doctoral program in rehabilitation exceed those of the Graduate School. The admissions committee of the doctoral program will review all candidates carefully for their special strengths. The following will be considered for all candidates.

1. High academic achievement (normally indicated by a grade point average of 3.5 on a 4-point scale) in a master's program in rehabilitation or a closely related field at an accredited university.
2. Interest in conducting rehabilitation research.
3. Two years of successful performance equivalent to full-time paid employment (post-baccalaureate) in a rehabilitation or related professional position. This may include an approved internship experience at the master's level.
4. At least three letters of recommendation by professional persons familiar with the applicant's performance in academic, research, or service work settings.

5. GRE scores dating back no farther than 5 years.

Applicants will be considered for acceptance into the doctoral program at the beginning of either the fall or spring semester. Courses in which a grade below *B* is obtained will not be counted toward satisfying the hour requirements for the degree.

Doctoral Committee

The student shall select a chair who will serve as his/her major adviser. In consultation with the chair the student shall select a doctoral committee which is approved by the coordinator of doctoral studies and the Graduate School. At least one member shall be external to the Rehabilitation Institute.

Working together with the chair, the student shall develop a plan of study, designating the courses to be completed. This plan shall be approved by the student's doctoral committee and by the coordinator of doctoral studies and then shall be made a matter of record. Further, the doctoral committee shall serve as the student's dissertation committee.

Admission to Candidacy

Admission to candidacy is granted by the dean of the Graduate School upon the recommendation of the faculty responsible for the student's program after the student has fulfilled the Graduate School residency requirement for the doctoral degree and passed the preliminary examinations.

The written preliminary examinations are designed to assess the breadth and depth of the student's knowledge. They are prepared, administered, and evaluated by Rehabilitation Institute faculty committees appointed by the coordinator of doctoral studies. The preliminary examinations will ordinarily be taken in the fall of the second year of doctoral study.

Dissertation

After admission to candidacy, the student will prepare a dissertation based on original research conducted under the direct supervision of the dissertation chair and committee. The requirements of the Graduate School will govern the formation of the dissertation committee and the preparation and defense of the dissertation. While the dissertation is in preparation, the student will register for no fewer than 24 semester hours in REHB 600, Dissertation. The dissertation should conform to the current edition of the Publication Manual of the American Psychological Association and the standards required by the Graduate School.

Degree Requirements

The doctoral program emphasizes mastery of skills in re-search methodology, knowledge of medical and psychosocial aspects of disability, and knowledge of public policy on disability, as well as competency in the area of rehabilitation counseling, rehabilitation administration, behavior analysis and therapy, or communication disorders and sciences. The course of study requires a minimum of 96 post-baccalaureate semester hours, 24 of which are dissertation hours and 39 of which are fulfilled by required courses. All remaining coursework taken by the student will be electives, selected with the approval of the student's doctoral committee.

Required Courses

The student must have successfully completed the following courses no later than 24 months after entering the doctoral

program:

- QUAN 506-4 Inferential Statistics
- QUAN 507-4 Multiple Regression

Program of Study

Each area of concentration (BAT, CDS, RAS, and RCT) has a specific program of study. While each area of concentration requires the same number of credits of: a) Research Development & Utilization (20 credits) and b) Professional Issues & Methods in Rehabilitation (12 credits), the specific required and elective courses available within these areas may vary.

Nine semester hours in REHB 592: Professional Supervision in Rehabilitation (teaching or research) must also be successfully completed during the student's tenure in the doctoral program.

The student's preparation at the master's level will be evaluated and up to 30 hours of didactic course work may be accepted toward the completion of the 96 hour minimum requirement for the doctorate. Graduate level didactic courses in rehabilitation counseling, rehabilitation services, rehabilitation administration, behavior analysis and therapy, and communication disorders and sciences will usually be acceptable. Course work in related areas such as counseling, psychology, and social work may qualify.

The goal of the program is to develop high quality professionals. Thus, the student must demonstrate competence in the areas of rehabilitation services offered by the Rehabilitation Institute. This is accomplished through the student's master's degree program, previous work experience, the required courses, supervised professional experiences, and electives. Ph.D. degree graduates should be well prepared for leadership roles in the areas of rehabilitation administration, service, education, or research.

Certificate in Gerontology

The Rehabilitation Institute participates in the Certificate in Gerontology interdisciplinary program and offers a class, REHB 405 Introduction to Aging and Rehabilitation, which is a Certificate requirement. For more information on the Certificate program, please see Certificate Programs in Chapter One of the Catalog.

Courses (REHB)

Courses in this unit may require the purchase of supplemental materials not to exceed \$10 per course. Field trips are required for certain courses.

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

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, aspirations and opportunities. How public policies can promote or limit inclusion and equal opportunities for persons with disabilities will also be addressed.

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.

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.

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: 312.

445-3 to 12 Rehabilitation Services with Special Populations. 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.

(a)-9 (3, 3, 3) Alcohol and Drug Abuse.

(b)-9 (3, 3, 3) Psychiatric Rehabilitation.

(c)-9 (3, 3, 3) Juvenile Offender.

(d)-9 (3, 3, 3) Mental Retardation.

(e)-9 (3, 3, 3) Physically Disabled.

(f)-9 (3, 3, 3) Public Offender.

(g)-9 (3, 3, 3) Sensory Disabled.

(h)-9 (3, 3, 3) Developmental Disabilities.

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.

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.

452-3 Individual Service Planning. This course provides students with the 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. Prerequisite: REHB 205, REHB 400, REHB 445(one of A-H), with grades of C or better, or consent of instructor.

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 every day 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.

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.

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

471-3 Treatment, Recovery and Relapse Prevention. A comprehensive examination of assessment, diagnosis, referral, and treatment processes for substance use disorders and behavioral addictions. This 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.

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.

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

493-3 Applied Research in Professionalism Rehabilitation Practice. This course will provide students with the skills necessary to act as critical consumers for 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.

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*. Special approval needed from the department.

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.

501-3 Introduction to Interpersonal Skills Development

in Rehabilitation Counseling. Focuses upon facilitative interpersonal communication skills necessary in Rehabilitation Counseling Practice. The course provides theory and practice in facilitative interpersonal communication in counseling, behavior therapy and administration services. Included is prepracticum orientation. Special approval needed from the instructor.

503-3 Basic Behavior Analysis. Philosophy, terminology, and basic methodology of experimental and applied behavior analysis. Focuses on a variety of operant and respondent conditioning procedures for shaping new behaviors and modifying established behaviors. Special approval needed from the instructor.

504-3 Foundations of Rehabilitation Research. This course includes: the logic of scientific inquiry; the concepts of research questions and hypotheses; the notion of variables; the relationship among theoretical constructs, operationalism, and measurement instrument reliability and validity; the concepts of control, internal validity and casual inference; sampling methods and external validity; and experimental and descriptive research. Restricted to enrollment in Ph.D. degree program or consent.

505-3 Behavioral Gerontology. (Same as GRON 505) This course examines the application of behavioral principles to problems associated with aging such as deficits in the activities of daily living and social skills, wandering, aggression, incontinence, depression and anxiety, and dementia among others. Environmental redesign and alternative performance strategies will also be addressed. Behavioral training and supervision of staff members who work with older individuals is also presented. Special approval needed from the instructor.

507-3 Behavior Consultation and Management. Focus on the behavior analysis techniques needed for use in organizational and consultation settings. The fundamentals for developing effective consulting relationships are presented. Skills for becoming a behavior analytic consultant in clinical settings such as schools, developmental disability facilities, and managed care environments are presented. Additional behavior analytic consultant skills will be taught for effective practice of organizational behavior management in business and industry settings. Prerequisite: REHB 503.

508-3 Complex Behavior Analysis. Experimental analysis of procedures that result in acquisition, maintenance, and attenuation of complex individual and social behavior. Special approval needed from the instructor.

509-6 (3,3) Behavior Analysis Research Designs. Focuses on behavior analysis research design and methodology. Three semester hours will be granted for each unit. (a) Single subject experimental designs; (b) Group experimental designs. Special approval needed from the instructor.

511-3 Functional Analysis and Interventions – Autism. This course will survey research on the assessment and treatment of challenging behavior for individuals with autism. Defining characteristic, procedural variations, and strengths and limitations of the three general approaches to functional assessment will be reviewed. In addition, emphasis will be placed on strategies for using functional assessment information in the design of interventions to reduce challenging behavior. Prerequisite: REHB 503 or consent of instructor.

512-3 Legal and Ethical Issues in Behavior Analysis. Focuses on federal and state legislation, litigation, policies, guidelines, and other forms of legal and ethical control of the professional practice of behavior analysis and therapy. Implications for research and service will be discussed. Special approval needed from the instructor.

513-1 to 4 Medical and Psycho-Social Aspects of Disability. A review of the impact of disease and trauma on the human system with special attention on the effects physical limitations and socio-emotional correlates have on human functioning and the rehabilitation process. Special approval needed from the instructor.

515-3 Behavioral Applications to Medical Problems. Examines the use of behavior change procedures and applied behavior analysis in the treatment and rehabilitation of medically related problems such as obesity, alcoholism, headaches, hypertension and cerebral palsy; also, compliance to medical regimens, e.g., diabetes, dental hygiene, exercise; and promotes the utilization of health facilities and community health programs. Issues in training medical personnel to disseminate behavior change programs are also covered. Prerequisite: REHB 503 or consent of instructor.

519-3 Multicultural Counseling in Rehabilitation. (Same as REHB 419) 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.

520-3 Clinical Supervision in Rehabilitation Seminar. This course is designed to prepare doctoral and advanced graduate students with an overview of theory, research, and methods of clinical supervision in Rehabilitation. Special approval needed from the instructor.

521-3 Vocational Development and Placement. 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.

530-3 Assessment Procedures in Rehabilitation Counseling. Review of fundamental bases of measurement, criteria for evaluating tests, exposure to representative instruments in major categories, and use of test and work samples in assessing the functioning abilities and work potential of individuals with disabilities to seek and hold gainful employment. Special approval needed from the instructor.

531-3 Individual Assessment Procedures in Rehabilitation. Thorough familiarization and practice with independent assessment devices used in program selection and job placement of individuals with various handicaps. Special approval needed from the instructor.

533-3 Vocational Appraisal. An extensive exposure to instruments designed for use with vocational rehabilitation clients. Administration and interpretation of a wide variety of instruments used to gain information to be used in planning for vocational development. Both didactic and experiential to include consideration of information obtained from interviews, tests, and other diagnostic techniques. Special approval needed from the instructor.

535-3 Behavioral Observation Methods. Behavioral targeting,

observational recording techniques, and issues of validity and reliability of measurement relevant to rehabilitation will be examined. Prerequisite: previous or concurrent enrollment in either REHB 452, or REHB 503 or consent of instructor.

543-3 Child Behavior. A systematic analysis of child behavior. Included is an examination of popular books on child rearing. Emphasizes approaches for remediation of behavior disorders. Terminology. Special approval needed from the instructor.

545-3 Behavior Analysis in Developmental Disabilities. Consideration of behavioral principles as applied in the development of responsive behavior in persons with developmental disabilities. Special approval needed from the instructor.

550-3 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.

551-4 Rehabilitation Counseling: Theory and Practice. A didactic and experiential analysis of the underlying theory and techniques of individual and group counseling of individuals with disabilities. Special approval needed from the instructor.

557A-3 Self-Regulation of Behavior: Self-Control. The course provides a thorough review of self-control techniques and their application to habit disorders such as smoking, eating, exercise, time-management and nervous habits. Special approval needed from the instructor.

557B-3 Self-Regulation of Behavior: Biofeedback. The course provides a comprehensive review of experimental and clinical studies of biofeedback. It concentrates on stress related disorders and provides supervised laboratory experience. Special approval needed from the instructor. A \$10 laboratory fee is charged.

558-3 Interventions for Substance Use Disorders and Behavioral Addictions in Special Populations. 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. Prerequisite: REHB 461 with a grade of B or better.

560-3 Private Sector Rehabilitation. A comprehensive introduction to many of the unique characteristics of rehabilitation services offered within the private-for-profit sector which can be applied by practitioners on a national basis.

563-3 Behavioral Analysis: Community Applications. All aspects of behavior analysis applications in the community are examined including historical development, the "state of the art", practical issues and obstacles to conducting behavioral analysis/community research; future trends and directions. Prerequisite: REHB 503 or consent of instructor.

566-3 Substance Use, Behavioral Addictions and the Family. 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, systematic 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.

567-3 Behavioral Theories of Addiction. Focus on the behavior analysis techniques needed for use in the diagnosis and treatment of various addictions. The fundamentals of scientific behavioral research in addiction are presented along with current effective treatment strategies that promote behavior change. Skills will be developed for becoming a behavior analytic addiction researcher or treatment provider in clinical settings serving persons with gambling and other addictions.

569-3 Lifespan Issues in Autism. The goal of this course is to review and examine a wide variety of issues related to autism. Topics are explored from multiple perspectives in order to gain insight into the unique needs of individuals with autism across the lifespan. The course provides opportunities to analyze current knowledge about autism and identify profitable directions through which professionals can improve existing approaches and influence care provision. Special approval needed from the instructor.

570-3 Rehabilitation Administration. Problem solving approach to current issues in organizational structure and management functions in public and voluntary rehabilitation agencies, decision making, leadership, program development and evaluation.

571-3 Advanced Disability Seminar. Specifically, this seminar reviews the historical and philosophical bases of rehabilitation; the evolution of rehabilitation counselor roles and functions; disability models; rehabilitation service delivery models; vocational rehabilitation and career theorists; serving underserved persons, and facilitating acceptance of varying disabilities of those we serve. Restricted to doctoral student or consent of instructor.

573-3 Programming, Budgeting, and Community Resources. Designed to prepare the student to develop and operate comprehensive or specialized rehabilitation programs with special attention to resource development, fiscal management, and community and public relations. Prerequisite: REHB 570 or consent of instructor.

574-3 Staff Training and Development. This course prepares the student to design, implement, and supervise an institutional program to train staff in methods of direct service to the institution's clients. Each student will actually design and submit a program through simulation. Lecture/workshop format.

575-4 Case Management in Rehabilitation Counseling. Basic procedures in providing and coordinating available human services based on individual need in the context of a professional-client relationship, and the basics of recording and reporting such services. Special approval needed from the instructor.

576-2 to 3 Development and Supervision of Rehabilitation Employees. Current and progressive supervisory practices in rehabilitation with emphasis on employee development through in-service training, periodic evaluation and related methods.

Special approval needed from the instructor.

577-3 Philosophy of Science Issues in Rehabilitation. This course will explore the central questions in the philosophy of science as they pertain to the field of rehabilitation, including, but not limited to demarcation criterion, science vs. pseudoscience, scientific revolutions, inductive vs. deductive logic and theory building, and moral, cognitive, and contextual values in science. The issues will be explored within the context of research and theory in rehabilitation.

578-3 Program Evaluation in Rehabilitation. An analysis of the development and utilization of a program evaluation system in rehabilitation settings with focus given to system design, monitoring techniques and service program development. Students will be trained in the advanced practice of program evaluation techniques and their application to rehabilitation settings. Special approval needed from the instructor.

579-3 Advanced Fiscal Management in Rehabilitation. Application of fund and functional accounting in rehabilitation to include fiscal reporting and record keeping, fiscal planning and management in rehabilitation. Prerequisite: REHB 570 and REHB 573.

580-3 Professional and Community Relations in Rehabilitation. Examination of the linkages and needs of rehabilitation programs and agencies in the area of community and professional relations, with special reference to the role of administrator. Application of marketing principles to the management of external relations in rehabilitation settings. Special approval needed from the instructor.

581-3 Professional Issues in Rehabilitation. Focus is on legal and ethical issues and issues related to legislative and public policy formulation. Implications for rehabilitation programs, practice and research are emphasized.

582-3 Seminar in Rehabilitation Services. Special consideration of factors in the organization and management of rehabilitation services. Special approval needed from the instructor.

583-1 to 4 Seminar in Work Evaluation. Select attention to procedures/models for assessing work readiness of personnel with disabilities. Special approval needed from the instructor.

584-1 to 6 (1 to 3 per semester) Seminar in Behavior Analysis and Therapy. Special topics and new developments in modifying human behavior. Special approval needed from the instructor.

585-1 to 4 Seminar in Counseling/Coordination Services. Consideration of special issues in counseling and delivery of services. Special approval needed from the instructor. (a) Guided Imagery (b) Group Counseling in Rehabilitation.

586-3 Seminar in Job Development and Placement. Consideration of special issues in job development and placement philosophy, techniques and research concerning individuals with disabilities. Special approval needed from the instructor.

587-3 Seminar in Correlates of Disability. A systematic analysis of the behavioral socio-cultural implication of disabling conditions. Emphasizes the rehabilitation process in remediation of debilitating conditions. Prerequisite: REHB 513 or consent of instructor.

588-3 Seminar in Research in Rehabilitation. Advanced seminar focusing upon specialized and advanced topics in research in rehabilitation. This course is designed to prepare doctoral students in rehabilitation with the special tools needed

to carry out doctoral dissertation and other advanced research projects. Special approval needed from the instructor.

589-1 to 18 (1 per semester) Professional Seminar in Rehabilitation. The course involves advanced level presentations focusing on current research, applied practices, and innovations in rehabilitation. Presentations are made by faculty, graduate students and guest experts. A minimum of four semester hours required for Doctor of Philosophy degree.

590-3 Coexisting Disabilities: Alcohol, Drugs, and Disability. An intensive analysis of the impact of alcohol and other drug abuse (AODA) on the lives of persons with disabilities. Additional focus of the impact of AODA on case management and the rehabilitation service delivery system. Restricted to doctoral students in rehabilitation or consent of instructor.

591-1 to 18 Independent Projects in Rehabilitation. Systematic readings and development of individual projects in pertinent rehabilitation areas. No more than six hours may be counted toward the Master's degree. Special approval needed from the instructor.

592-1 to 16 Professional Supervision in Rehabilitation. Experience provided in the supervision of research, teaching, and rehabilitation services. No more than four hours may be taken in any semester. Restricted to doctoral student in rehabilitation. Special approval needed from the instructor.

593-1 to 18 Research in Rehabilitation. Systematic investigation of factors and procedures relevant to rehabilitation. No more than six hours may be counted toward the Master's degree. Special approval needed from the instructor.

593A-1 to 18 Research in Rehabilitation. Systematic investigation of factors and procedures relevant to rehabilitation. No more than six hours may be counted toward the master's degree. **(a)** Counseling. To facilitate knowledge/skill acquisition for the rehabilitation professional in becoming a knowledgeable consumer of rehabilitation re-search. To facilitate the completion of the Master's project. Special approval needed from the instructor.

594A-1 to 12 Practicum in Rehabilitation. Supervised experiences in agencies in rehabilitation. **(a)** Administration. Rehabilitation facilities management/supervision, in planning, programming and evaluation. **(b)** Behavior analysis and therapy. Application of behavioral analysis/methods in human treatment and in management. **(c)** Counseling. Development of counseling skills with individuals and groups to include work related functions. Prerequisite: (a,b,c) admission to the specific degree program; **(c)** 501, 551, and 589.

595-1 to 12 Internship in Rehabilitation. **(a)** Extended practice in rehabilitation settings cooperatively guided and supervised by agency staff and university faculty. Graded *S/U* only. Prerequisite: appropriate degree specific practicum. Prerequisite: appropriate degree specific practicum. Special approval needed from the department. **(b)** Counseling. Development of advanced counseling skills with individuals with disability and other work-related functions. Graded *S/U* only. Prerequisite: REHB 594c.

599-1 to 6 Thesis. Special approval needed from the instructor.

600-1 to 30 (1 to 12 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree. Restricted to doctoral candidate in rehabilitation.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research

paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.