

EP02.02

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



August 29, 2001

Susan A. Lamb, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Lamb:

Enclosed are copies of a proposal from the College of Applied Life Studies for the addition of an Undergraduate Concentration in Rehabilitation Studies.

This proposal has been approved by the ALS Educational Policy Committee; it now requires Senate review.

Sincerely,

A handwritten signature in black ink that reads "Keith A. Marshall".

Keith A. Marshall
Assistant Provost

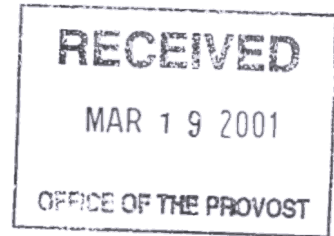
KAM/ab

c: R. Watkins
C. Livingstone

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Applied Life Studies

Office of the Dean
108 Huff Hall, MC-586
1206 South Fourth Street
Champaign, IL 61820



March 15, 2001

Mr. Keith Marshall
Office of the Provost
Swanlund Administration Building
MC-304

Dear Keith:

Enclosed you will find the proposal for the addition of an Undergraduate Concentration in Rehabilitation Studies. This proposal has been reviewed and approved by the College of Applied Life Studies Educational Policy Committee. Please feel free to contact me if you need additional information.

Sincerely,

Ruth Watkins, Ph.D.
Associate Dean

Approved by Community Health Curriculum Committee

Approved by Community Health Faculty

Approved by ALS Educational Policy Committee

**COLLEGE OF APPLIED LIFE STUDIES
Department of Community Health**

Addition of an Undergraduate Concentration in Rehabilitation Studies

Sponsor: College of Applied Life Studies, Department of Community Health: Attention,
Department Head

Brief Description:

The academic program in Rehabilitation finalized its merger with the Department of Community Health on July 1, 1998. Several of the already existing courses in Rehabilitation Studies at the 200 and 300 level have become available to undergraduate students in the Department of Community Health as a result of this action. This proposal seeks to develop an undergraduate concentration in Rehabilitation Studies to broaden the existing choices in the Department of Community Health and to further integrate courses in Rehabilitation Studies as options within the existing curriculum. To this end, it is proposed that a concentration in Rehabilitation Studies within the existing undergraduate program in the Department of Community Health be established.

The concentration will include:

REHAB 230 (3 hours), Disability in American Society

REHAB 302 (4 hours), Medical Aspects of Disability

REHAB 335 (2 hours), Job Placement

CHLTH 280/285 (0, 8 hours), Orientation to Internship/Community Health Internship.

This concentration provides a balance of theory and practical experience which totals to 17 hours. The only new course added to the curriculum was REHAB 230, which has been recently approved.

Other Rehabilitation undergraduate and combined undergraduate/graduate courses will become highly recommended correlates. These include REHAB 206 (3 hours), Working with Persons with Disabilities, I; REHAB 207 (3 hours), Working with Persons with Disabilities, II; REHAB 301 (4 hours), Introduction to Rehabilitation; REHAB 303 (2 hours), Independent Living; REHAB 304 (3 hours), Gerontology; REHAB 307 (3 hours), Disability, Culture and Society; REHAB 340 (4 hours), Introduction to Sensory Impairments; and REHAB 344 (4 hours), Introduction to Adaptive Technologies for Persons with Disabilities.

Justification:

Current estimates of disability prevalence in the United States are as 43 million, and are expected to grow as the population ages. The implications of disability are important areas of study for policy, planning, administration, and health education; indeed, for all areas related to the traditional study of community health. It is therefore appropriate that we create an educational experience for community health majors, which allows them to understand and help address the problems faced by persons with disabilities.

According to a recent report by the National Council on Rehabilitation Education, students who receive undergraduate education in disability and rehabilitation studies have a number of attractive career options. About one third matriculate to master's programs in rehabilitation. About one third matriculate to other pre-professional training, such as medicine, law, allied health fields, etc. The final third use their knowledge of disability related issues to secure employment in the field of rehabilitation upon graduation. The proposed concentration would likely produce results reflective of the national trends. Because of the focus on a combination of didactic and experiential work, this concentration will provide an experiential basis for those students who wish to include disability studies and rehabilitation service work as they decide on career alternatives.

Budgetary and Staff Implications

The Department does not anticipate a substantial increase in the overall number of community health majors as a result of creating the new undergraduate concentration in rehabilitation. No additional staff will be needed as a result of this change.

Faculty Workload Plan

The proposed concentration simply organizes available courses into a coherent educational experience—no new course preparations will be required of existing faculty (current or recent instructors for the core or correlate courses are listed below).

REHAB 230 will continue to be taught by Dr. Marjorie Olney. REHAB 206 and 207 will be taught either by Dr. Chrisann Schiro-Geist or a qualified graduate assistant under her supervision. CHLTH 280 and 285 will continue under the supervision of Dr. Janet Reis. Correlate courses with a REHAB rubric are all currently scheduled to be taught by regular faculty, but some may occasionally be taught by adjunct or visiting faculty (c.f.: 303, 340, 344).

Ms. Carol Firkins' time as undergraduate advisor will be used in the same capacity as it is currently used. Ms. Firkins will inform current students about the new concentration and will review progress toward degree completion. If the current

number of undergraduate majors in the Department of Community Health remains the same, no new demands will be made on Ms. Firkins; however, additional majors may increase the need for advisement.

Descriptions of Core and Correlate Courses

REHAB 206 - Working With Persons with Disabilities, I

Introduction to identifying the individual needs of persons with disabilities, recognizing the variance of disabilities, and administering activities of daily living.

REHAB 207 - Working With Persons with Disabilities, II

Experience in identifying the individual needs of persons with disabilities, recognizing the variance of disabilities, and administering the activities of daily living; a continuation of Rehabilitation 206, augmented by a paper.

REHAB 230 - Disability in American Society

Presents a range of issues pertaining to disability, including demographics, disability rights, services, policies and current issues. These issues are approached from a disability studies perspective; that is, the problems associated with individuals' impairments are seen to result from socially imposed barriers.

REHAB 301 - Introduction to Rehabilitation

Orientation to general field of rehabilitation; includes foundations, resources, assessment, counseling, and placement.

REHAB 302 - Medical Aspects of Disabilities

Examination of the scope of physical, mental and cognitive disabilities, their implications, complications, and management.

REHAB 303 - Independent Living

Focuses on the concept of independent living, its medical aspects, and application to elimination of physical and social barriers to persons with disabilities.

REHAB 304 - Gerontology

An interdisciplinary approach to the study of aging and the aged from developmental, behavioral, and social perspectives. (Same as HDFS 304).

REHAB 307 - Disability, Culture and Society

Examines the cultural and social contexts of disability, their consequences for the experience and management of disability, and implications for cultural competence in disability-related research and practice.

REHAB 335 - Job Placement Techniques

Examines theories of job placement, job seeking skills, and techniques for outreach with employees. Focuses on a systems approach to job placement for persons with disabilities. Topics include supported employment, labor market trends, and job restructuring. Lab time with disabled clients who are active in the job search process is required.

REHAB 340 - Introduction to Sensory Impairments

Introduction to sensory impairments (i.e., vision, hearing, and learning disabilities) from a rehabilitation perspective.

REHAB 344 - Introduction to Adaptive Technologies for Persons with Disabilities

Introduction and orientation to available adaptive technologies, their applications to various disability groups, and current research and field-testing.

CHLTH 280 - Orientation to Internship

Provides students with information concerning placement in internship. Topics include internship requirements; student responsibilities; preparation of resumes and cover letters; selecting an organization or site; interviewing; issues of professional development. (0 semester hours)

CHLTH 285 - Community Health Internship

Supervised field experience in official, voluntary and professional health agencies; designed to provide students in Community Health with work experience in actual field situations. Students work for 12 weeks in University-approved health agencies for a minimum of 480 hours. (8 semester hours)

Impact:

The Department of Community Health is experiencing a continued and sustained increase in enrollment in undergraduate majors in general, with interests in disability and rehabilitation in particular. At present the department lacks a concentration that meets the needs of students with focused interests in rehabilitation. The current state is that this forces potential majors inappropriately into Health Planning and

Administration, Health Education, or out of the department altogether. This proposal would meet the needs of such students while not significantly affecting the number or type of core curricular courses. The core courses are already well suited to serve a rehabilitation concentration and the proposed requirements would be the same as other majors in the department. This new concentration has been set up to be consistent with other curricula, take advantage of existing stellar rehabilitation resources, and give flexibility to majors already within Community Health. Thus it is inexpensive, likely to be successful, and a service. The existing rehabilitation courses are expected to function well in their newly proscribed role as concentration courses. Furthermore, this repackaging of a unique, small concentration should complement well other preprofessional majors across campus.

It should also be noted that there is little overlap between requirements for the Masters in Rehabilitation and the proposed undergraduate concentration. Students completing the undergraduate sequence will have more than a sufficient number of remaining classes at the 300 and 400 level to complete the masters program (5 REHAB classes, 3 EDPSY classes plus electives).

Guidelines for Undergraduate Education:

The curriculum for this concentration will support the guidelines for undergraduate education. It will support a rigorous education in the core curriculum of Community Health and will add a new option for undergraduate students who wish to explore career alternatives in Rehabilitation Studies.

Statement for the Bulletin:

Areas of Concentration

Rehabilitation Studies

Rehabilitation Studies prepares the undergraduate for entry-level positions as rehabilitation service workers in rehabilitation agencies and facilities, private for-profit rehabilitation positions and entry-level positions throughout the disability industry. An alternative use of this concentration would be to prepare for application to a master's level program in rehabilitation or a variety of pre-professional training programs. The role of a rehabilitation service worker at the bachelor's level is to assist people with disabilities as they look toward improving their quality of life in vocational and independent living settings. Graduates who use the concentration to prepare for post-baccalaureate training will enter the fields of rehabilitation, law, medicine, allied health, etc., with a new and vigorous understanding of issues related to people with disabilities, and how these issues affect their life in the community in general and specifically in the transition to a more independent lifestyle and/or work. Required course-work includes: Introduction to Rehabilitation; Disability in American Society, Medical Aspects of Disabilities and Job Placement Techniques as well as a field based internship and orientation to that internship.

Career opportunities include employment in

Government related disability services

Community based rehabilitation programs

Business and industry

Hospitals

Private, for-profit rehabilitation settings