

Department of Human Services and Rehabilitation Studies

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MISSION STATEMENT

The Human Services and Rehabilitation Studies Department is based upon the philosophy that all humans have worth and potential. The undergraduate programs offered in the Human Services and Rehabilitation Studies Department are committed to preparing students to maximize the participation, inclusion and functioning of all individuals in the community. The Human Services and Rehabilitation Studies curriculum incorporates a humanistic, strengths-based, social justice perspective to working with all individuals including individuals representing diversity. It is within this context that the liberal arts are integrated with the study of health, human disability, and rehabilitation services.

The Human Services and Rehabilitation Studies Department offers two undergraduate major programs of study: 1) Human Services and Rehabilitation Studies, and 2) Health Sciences. Additionally, minors in Human Services and Rehabilitation Studies and Applied Behavioral Analysis are offered along with several concentrations including 1) Working with Children and Adolescents in Community Settings, 2) Communication Sciences and Disorders, 3) Pre-Occupational Therapy, 4) Pre-Physical Therapy, and 5) Patient Advocacy. Finally, we offer a Six-in-Five Graduate Program in Rehabilitation Counseling that begins in the final year of undergraduate studies.

MAJOR IN HUMAN SERVICES AND REHABILITATION STUDIES (13)

A significant component of the HSRS curriculum is its culmination in a semester long internship that enables students to develop and refine the attitudes, knowledge, and skills necessary for working as human service professionals in a variety of service settings. A specific emphasis in the HSRS curriculum focuses on developing competencies for working with children and adults with disabilities in human service and rehabilitation settings. After completion of the undergraduate program in Human Services and Rehabilitation Studies, students are prepared to work in a wide range of human service professions serving children and adults with disabilities and other challenging life circumstances.

The major in Human Services and Rehabilitation Studies is committed to preparing students to achieve the following:

- Thorough understanding of the social, psychological, economic, physical, medical, cultural, and other environmental factors faced by individuals who are to be helped through their involvement in the human and rehabilitation services.
- Thorough understanding of the history, philosophy and legislation that comprises the underpinnings of the human and rehabilitation service professions.
- Understanding of the history, treatment and education of people with disabilities and special needs.
- Thorough understanding of human development across the lifespan.
- Knowledge in developmental, physical, cognitive, sensory, and psychiatric disabilities.
- Thorough understanding of the roles and functions of human and rehabilitation service practitioners in a wide variety of professional settings.
- Skills in effective verbal communication through intense study and practice of interviewing and basic counseling skill training.
- Skills in effective written communication through intense study and practice of research report writing, client report writing, and the standards of case documentation.
- Skills in utilizing information and assessment in an effort to assist people in solving problems and reaching life goals.
- Skills in locating and utilizing community resources in an effort to assist people to solve problems and reach life goals.
- Knowledge of interventions and strategies employed to assist children and adults in a variety of human service and rehabilitation settings.

- Thorough understanding of and developed skills in the case management process.
- Thorough understanding of the ethical principles and standards that affect the delivery of human and rehabilitation services.
- Thorough understanding of the importance of career development and employment and the subsequent development of these skills to assist people in reaching vocational goals.
- Successful demonstration of the integration of theory, strategies and interventions learned in the classroom into professional practice by completing a semester long supervised internship in a human service setting.

The major in Human Services and Rehabilitation Studies provides a strong undergraduate foundation for graduate professional education in a variety of health and human service-related fields including rehabilitation counseling, school counseling, social work, special education, speech-language pathology, counseling psychology, school psychology, adjustment counseling, physical therapy, occupational therapy and nursing

Credentialing:

Students graduating with a major in Human Services and Rehabilitation Studies and have completed 350 hours of related work experience post-graduation, are eligible to sit for the examination that leads to achievement of the “Board Certified-Human Services Practitioner” credential (HS-BCP). With increased competition in the growing field of human services, practitioners are finding that board certification in human services demonstrates attainment of high standards and a commitment to maintaining their knowledge and skills to remain effective in the helping professions. The independent HS-BCP credential allows human services practitioners to stand out as a part of a distinguished group known for their commitment to the field. More information on the HS-BCP can be found at <http://www.cce-global.org/Credentialing/HSBCP>.

Students majoring in HSRS and interested in working in the field of alcohol and substance abuse treatment may take HRS 431: Treatment Strategies and Interventions for Substance Use Disorders and complete an internship in a substance use treatment agency. If students wish to pursue a credential as a certified alcohol drug and addictions counselor (CADAC) they may find more information regarding the work experience and exam requirements at <https://www.icaada.org/credentials/cadac-i> and <http://www.mbsacc.org>

Required Courses

First Year:

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| HRS 119 | Introduction to Health, Human and Rehabilitation Services (Fall/Spring) |
| HRS 121 | Human Development and Disability Across the Lifespan (Fall/Spring) |

Sophomore Year:

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|---------|---|
| HRS 200 | Addiction: Etiology, Assessment, Treatment and Rehabilitation (Fall/Spring) |
| HRS 210 | Medical Aspects of Chronic Illness and Disability (Fall/Spring) |
| HRS 219 | Rehabilitation Strategies and Interventions (Fall/Spring) |

Junior Year:

- | | | |
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| HRS 305 | Client Information and Assessment | (Fall) |
| HRS 320 | Psychiatric Rehabilitation (Fall/Spring) | |
| HRS 330 | Interviewing Techniques in Human and Rehabilitation Services (Fall) | |
| HRS 340 | Principles of Case Management | (Spring) |

Senior Year:

- | | | |
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| HRS 490 | Internship in Human Services | (Twelve credits)(Fall/Spring) |
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Students are also required to complete one course in each of the three following areas:

Psychological Perspective (Choose One):

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|---------|--|
| PSY 216 | Abnormal Psychology |
| PSY 240 | Psychology of Personality |
| PSY 281 | Psychology of Adolescence and Maturity |
| PSY 290 | Psychology of Development: Infancy and Childhood |
| PSY 210 | Social Psychology |
| PSY 253 | Psychology of Learning |

Cultural Perspective (Choose One):

ANT 131	Cultural Anthropology
ANT/HIS 254	North American Indian
ANT/HIS 255	Interaction with Indians in North America
SOC 216	Racial and Ethnic Relations
SOC 224	Gender Issues in Society
SOC 230	Aging in Society
PSY 386	Psychology of Aging
PSY 217	Psychology of Women
PSY 410	Stereotypes and Prejudice
HIS 269	History of African Americans
HIS 313	Women and the American Experience
SOC 206	The Sociology of Urban Life
SOC/PSY/WMS/CLT 285	Women's Studies I: Images
WMS 385	Women of the World

Societal, Family Perspective (Choose One):

SOC 122	Social Problems
SOC 223	The Family in Society
HRS 420	Family Aspects of Disability
EDU 101	Schools and Society
PSY 408	Family Psychology

Recommended Optional Electives:

Although not required for the major in HSRS, the following electives are recommended:

ASL 101	American Sign Language I
ASL 102	American Sign Language II
PSY 225	Research Methods
PSY 224	Statistics
SOC 206	The Sociology of Urban Life
SOC 232	Inequality and Society
SOC 234	Social Policy
SOC 300	Statistics
HRS 125	Professional Orientation to Physical and Occupational Therapy
HRS 225	Introduction to Human Communication and its Disorders
HRS 241	Prevention and Intervention: Models and Approaches with Youth
HRS 321	Social Skill Development for Youth
HRS 325	Clinically Based Phonetics of American English
HRS 331	Basic Concepts and Principles in Applied Behavior Analysis
HRS 335	Anatomy and Physiology of Speech and Hearing Mechanisms
HRS 420	Family Aspects of Disability
HRS 421	Loss and Bereavement Across the Lifespan
HRS431	Treatment Strategies and Interventions for Substance Use Disorders
HRS 485	Special Topics in Human Services and Rehabilitation Studies
HRS 485	Special Topics in Human Services and Rehabilitation Studies
HRS 499	Directed Study in Human Services and Rehabilitation Studies
HSC 100	Systems Approach to Delivering Health Care in America
HSC 150	Introduction to Public Health
HSC 310	Evidence Based Health Care
HSC 360	Legal and Ethical Aspects of Health Care
HSC 370	Principles of Health Education and Promotion

CONCENTRATION: WORKING WITH CHILDREN AND ADOLESCENTS IN COMMUNITY SETTINGS (6)

This concentration is dedicated to educating students in the theories and approaches identified as best practices and skill areas needed to work with children and adolescents in schools, agencies, clinics and community settings. The concentration prepares students to become practitioners that promote healthy social and emotional development and academic achievement through prevention and intervention strategies and programs grounded in ecological systems and social justice frameworks. Examples of such practitioners include, but are not limited to, early intervention specialists, paraprofessionals in school settings, case managers for youth, and youth workers in both residential and academic settings. The concentration also provides a strong foundation for those students hoping to go on to graduate school to pursue careers that focus on youth and family work such as counseling, social work, and education. The concentration focuses specifically on understanding how practitioners can support and strengthen youth's support systems and protective factors while minimizing the impact of risk factors. The program combines the practices of prevention, interventions, and system building to ensure that children and adolescents experience opportunities to practice strategies that promote their personal growth, academic success, social inclusion, etc. The concentration allows Human Services and Rehabilitation Studies majors an opportunity to further specialize their knowledge and skill base to develop and implement effective interventions when working with youth. Furthermore, this concentration affords students in other majors the opportunity to complete the specific coursework targeted at developing the knowledge and skills necessary for effective intervention with children and adolescents. Students interested in this concentration may choose to pursue graduate degrees in a number of areas such as Special Education, School Counseling, Applied Behavioral Analysis, Child Life Specialist, Rehabilitation Counseling, Counseling Psychology, Social Work, etc. Students in a variety of majors at Assumption College may wish to pursue this concentration based on their vocational and/or avocational aspirations.

Required Courses

- HRS 121 Human Development and Disability Across the Lifespan (Fall/Spring)
- HRS 241 Prevention and Intervention: Models and Approaches with Youth (Fall)
- HRS 321 Social Skill Development Strategies for Youth (Spring)
- HRS 331 Basic Concepts and Principles in Applied Behavioral Analysis (Spring)
- HRS 420 Family and Disability (Spring)

Field Placement in an Approved Community Setting:

HSRS majors should take the twelve-credit HRS 490 Internship in Human Services and Rehabilitation Studies. Those not majoring in HSRS should take the three-credit HRS 400 Field Placement in Human Services and Rehabilitation Studies.

CONCENTRATION IN COMMUNICATION SCIENCES AND DISORDERS (13)

For students interested in pursuing graduate studies in the fields of Speech-Language Pathology or Audiology, the Department of Human Services and Rehabilitation Studies offers a concentration in Communication Sciences and Disorders. In accordance with the standards set forth by the American Speech, Language and Hearing Association (ASHA), undergraduate preparation in human communication sciences and disorders should include, "broad educational experiences in areas traditionally recognized as liberal arts with a strong foundation in oral and written communication skills." Thus, the concentration in Communication Sciences and Disorders builds on Assumption College's strong liberal arts foundation with courses specifically focused on human communication, social and behavioral sciences, mathematics, as well as biological and physical sciences. The Concentration in Communication Sciences and Disorders is a program offered through the Human Services and Rehabilitation Studies department at Assumption College with some required courses taken at Worcester State University, a member of the Colleges of Worcester Consortium.

For those students who have completed all required courses in the CSD concentration AND 20 hours of clinical observation under a licensed Speech Language Pathologist, it is possible to secure a license as a Speech Language Pathology Assistant in the state of Massachusetts. Other states have different licensing requirements, therefore, students who are interested in becoming Assistants outside of Massachusetts should look into licensing requirements for the state they plan to work in.

Required Communication Science courses:

- HRS 225 Introduction to Human Communication and its Disorders (Spring)
- HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms (Fall)
- HRS 235 Normal Development of Speech and Language (Fall)
- HRS 325 Clinically Based Phonetics of American English (Spring)
- CD 201 Hearing Science (Fall/Spring-Worcester State University or other approved institution) Prerequisites for the WSU course are HRS 335 with a C or above and Accuplacer score of 3 or higher OR MAT 114 with a C or better.
- HRS 425 Speech Science (Spring)
Prerequisites: HRS 335 and HRS 325
- CD 305 Introduction to Audiology (Spring
Worcester State University or other pre
approved institution) Prerequisite: CD 201
with a C or better

Other required courses:

- PSY 290 Psychology of Development: Infancy and Childhood (Fall/Spring)
- 1 Statistics course (PSY 224 Statistics)
- 1 additional course in the Behavioral Sciences
(HSRS, PSY, SOC)
- 1 Mathematics course. MAT114 completed with a C-
or higher is required for WSU courses.
- 1 Biology course
- 1 Physics or Chemistry course

Note: one science course must be taken with a lab.

CONCENTRATION IN Pre-OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical masters degree in Occupational Therapy. The Concentration in Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses:

- HRS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
- HRS 345 Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
- BIO 160 Concepts of Biology
- BIO 240 Mammalian Anatomy (Fall)
- BIO 370 General Physiology (Spring)
- PSY 101 General Psychology
- PSY 216 Abnormal Psychology
- HRS 121 Human Development and Disability
- SOC 121 Principles of Sociology or ANT 131 Cultural Anthropology
- PSY 224 Statistics

One of the two HRS courses listed below:

- HRS 490 Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)
- HRS 400 Human Services and Rehabilitation Studies (if Non-HSRS Major-3 credits)

Recommended (but not required) coursework Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the central and peripheral nervous system.

First semester freshman who want to complete the concentration should enroll in BIO 160 and its lab, and HRS 125. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron, at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their Junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PRE-PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in the Physical Therapy. The Concentration in Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses:

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160	Concepts of Biology
BIO 240	Mammalian Anatomy (Fall)
BIO 370	General Physiology (Spring)
CHE 131–132	General Chemistry I and II
PHY 201–202	General Physics I and II
BIO/HRS 390	Exercise Physiology (Fall)
PSY 101	General Psychology
PSY 216	Abnormal Psychology
PSY 290	Psychology of Development
SOC 121	Principles of Sociology

One of the two HRS courses listed below:

HRS 490 Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)

HRS 400 Human Services and Rehabilitation Studies (if Non HSRS Major-3 credits)

One of the following two Statistics courses:

PSY 224	Statistics
ECO 115	Statistics

One of the following two math courses:

MAT 114	Elementary Functions
MAT 117	Calculus I

Recommended (but not required) coursework

BIO 415	Principles of Neuroscience
PSY 251	Introduction to Brain and Behavior

First semester freshman who want to complete the concentration should enroll in BIO 160, CHE 131, HRS 125, and the appropriate math course (i.e., MAT 114 or MAT 117). First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron at the beginning of the fall semester to plan out the remainder of their course of study. A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program

may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their Junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PATIENT ADVOCACY (7)

The Concentration in Patient Advocacy is designed to advance students' knowledge and understanding of health and human services, health psychology, health care management, and sociology, in the context of the health care environment working with, and for, patients. The Concentration in Patient Advocacy is designed to prepare students with the foundational knowledge for entry-level roles in the field of health advocacy and patient navigation. The concentration prepares students for non-clinical graduate study in health care such as patient advocacy, public health, health care administration, and health care policy. Additionally, the Concentration in Patient Advocacy will complement students' preparation for graduate study in one of the many clinical health professions such as medicine, dentistry, physician's assistant, nursing, and optometry. This interdisciplinary concentration provides the student with education in aspects of law, ethics, policy, human services and the social sciences necessary for advancing patient- and family-centered health care. It can be undertaken while studying a number of possible majors.

Required Courses:

- HSC 100 Systems Approach to Delivering Healthcare in America
- HRS 210 Medical Aspects of Chronic Illness and Disability
- HRS/HSC 222 Advocacy for Patient-Centered Care
- HSC 310 Evidence Based Health Care
- HRS 340 Principles of Case Management
- HSC 360 Legal and Ethical Aspects of Health Care
- HSC 370 Principles of Health Education and Promotion

Six-in-five Graduate Program in Rehabilitation Counseling

The Department of Human Services and Rehabilitation Studies has an accelerated path toward helping undergraduate students earn a master's degree in Rehabilitation Counseling. The "Six-in-Five" Graduate Program in Rehabilitation Counseling is open to all undergraduate students at Assumption College regardless of their declared major. Undergraduate students that are on-track to complete general education/core requirements in addition to the required courses for their major may begin the graduate program in Rehabilitation Counseling during their senior year. Graduate coursework during the senior year counts toward the undergraduate degree as well as the graduate degree so students in this program will graduate with their Bachelor's Degree on schedule. Then, upon completion of one additional year of graduate study (the fifth year), students will be awarded a Master of Arts Degree in Rehabilitation Counseling. Students are then eligible to take the Certified Rehabilitation Counselor Examination and become nationally certified as a Rehabilitation Counselor (CRC).

Upon completion of this nationally accredited program in Rehabilitation Counseling, students have a number of professional options. Students can gain employment as a professional rehabilitation counselor in State Rehabilitation Agencies, Rehabilitation hospitals, Educational Settings, Private Settings, Insurance Based Settings, Independent Living Centers, etc. The Master's Degree will enable students to achieve professional counselor status and improved prospects for advancement into supervisory positions. Students can also use the Master's Degree in Rehabilitation Counseling for entry into a Doctoral Program.

Students interested in the Six-in-Five Graduate Program in Rehabilitation Counseling should seek advising with the Chair of the Department of Human Services and Rehabilitation Studies no later than February 1st of their junior year at Assumption College. It is necessary to delineate a program of study as soon as possible to ensure that all requirements are fulfilled. It is also possible to modify this accelerated path to a Master's Degree in Rehabilitation Counseling should students have outstanding undergraduate requirements that preclude them from taking 8 graduate level courses during their senior year. Academic advising is a critical piece to pursuing this program. Students with a declared major in HSRS do not complete the undergraduate field-based internship requirement (HRS490) thus providing room for 4 graduate level courses. HSRS students pursuing the Six-

in-Five program will gain field-based experience as part of the graduate program (100-hour counseling practicum during the spring semester of senior year and a 600-hour rehabilitation counseling internship during the 5th year).

Admission to the Six-in-Five Program in Rehabilitation Counseling requires a strong undergraduate record of academic success. Interested students will apply to the program by submitting a letter of application to the HSRS Chairperson and submitting 2 academic letters of reference along with a transcript. Application materials are due early in the spring semester of junior year.

Once admitted to the Six-in-Five Program in Rehabilitation Counseling, students will begin taking graduate courses during their undergraduate senior year. On-going evaluation of student progress will take place during the senior year to ensure students are successfully completing graduate level coursework. During the spring semester of the senior year students with successful achievement will make application to Assumption College's Graduate School and be admitted as official graduate students. Financial support such as grants and scholarships are available to qualified students.

Course Descriptions

HUMAN SERVICES AND REHABILITATION STUDIES (HRS)

HRS 119 INTRODUCTION TO HEALTH, HUMAN AND REHABILITATION SERVICES

This course is an introduction to the theory, practice and systems of health, human and rehabilitation services. The information covered in this course is geared toward students in all majors so that they may become more socially, politically, culturally and humanly aware of the issues that people with disabilities, chronic illnesses and challenging life circumstances experience. This course utilizes social justice frameworks to consider the barriers and inequities faced by individuals typically marginalized, disenfranchised and limited from full participation in society. The history, legislation and mission of health, human and rehabilitation services will be examined along with the major models and theories of helping and providing services in community-based health and human service agencies. Current issues and trends in health, human and rehabilitation service provision are covered with specific attention paid to disability and chronic illness. This course fulfills the social science requirement in the Core Curriculum. (Fall/Spring)

Staff/Three Credits

HRS 121 HUMAN DEVELOPMENT AND DISABILITY ACROSS THE LIFESPAN

This course will cover the basic principles of developmental theories in addition to the major theories of human growth and development. Piaget, Erikson, Bronfenbrenner, Maslow and Kohlberg are some of the theorists studied in this course. Demographic shifts across history are identified with the intent of demonstrating the increased population of individuals living and living longer with chronic illness and disability. Typical development across the lifespan is studied with each stage of life covered from pregnancy and infancy to older adulthood. Disabilities and chronic illnesses common to each stage of life will be studied with discussion of the ways in which the disability and illness experience affects passage through life stages. This course fulfills the social science requirement in the Core Curriculum. (Fall/Spring)

Staff/Three Credits

HRS 125 PROFESSIONAL ORIENTATION TO PHYSICAL AND OCCUPATIONAL THERAPY

This course will cover the history, principles, philosophies and ethics of occupational and physical therapy. The Physical and Occupational Therapists relationship to other health care providers will also be covered. This introductory course will provide a foundation for understanding the role of the physical and occupational therapist within a variety of professional treatment sites. Theories, models of practice, and the OT and PT processes will be covered. This course will also provide an overview of professional issues and current trends and will highlight the legal and ethical responsibilities related to health care service. (Spring)

Staff/Three Credits

HRS 200 ADDICTION: ETIOLOGY, ASSESSMENT, TREATMENT AND REHABILITATION

This course will provide an overview of addictions and addictive behavior. Topics such as the historical, psychological, social, societal, physiological, family and relationship aspects of addictions will be covered. The pharmacology, treatment, prevention, intervention, and rehabilitation related to substance abuse, alcohol dependence, eating disorders, gambling addictions, steroid use, etc. will also be explored. This course will introduce students to the different theories of addiction (e.g., biological, psycho-

dynamic, social-learning, and socio-cultural) and the implications for successful intervention. Ethical issues related to addictions and addiction counseling will also be discussed. (Fall/Spring)

Staff/Three Credits

HRS 210 MEDICAL ASPECTS OF DISABILITY

The goal of this course is to assist students in acquiring an understanding of chronic illness, disability and health impairments. The course provides information about the medical aspects and characteristics of chronic illnesses and disabling conditions along with treatments and interventions aimed at ameliorating the resulting functional limitations. Students will study chronic diseases and disabling conditions that are commonly encountered in health care and rehabilitation service settings. In addition to emphasizing the medical aspects and characteristics, treatment and intervention strategies will be covered. Basic medical terminology will be studied. This course will focus on disease, chronic illness and physical impairments. (Fall/Spring)

Staff/Three Credits

HRS 219 REHABILITATION STRATEGIES AND INTERVENTIONS

This course explores the full range of rehabilitation strategies and interventions that occur across the lifespan of individuals with disabilities. Educational and rehabilitation strategies aimed at maximizing independence for people with disabilities will be covered. Early intervention, inclusion and transition services will be examined as critical educational strategies aimed at minimizing the impact of disability and enhancing independence. The course will provide critical knowledge and skills related to employment and independent living options for people with disabilities including related legislation. Supportive strategies for assisting and maintaining individuals with disabilities in educational and employment settings will be addressed. Rehabilitation and assistive technology options will also be covered. (Fall/Spring)

Staff/Three Credits

HRS 225 INTRODUCTION TO HUMAN -COMMUNICATION AND ITS DISORDERS

This course is an introduction to human communication across the life span with emphasis on the linguistic rule systems of pragmatics, semantics, syntax, morphology and phonology. An overview of normal and disordered speech, language, cognitive-linguistic, and hearing skills is provided. This overview includes etiologies, characteristics, assessment, and treatment using case studies, video, DVD and audio-taped examples as well as hands-on materials. (Spring)

Staff/Three Credits

HRS 235 NORMAL SPEECH AND LANGUAGE DEVELOPMENT

This course provides an in-depth coverage of normal speech and language development including theories of acquisition, development of the linguistic areas of content, form and function, cognitive-linguistic development, the development of literacy skills, and basic analysis techniques for measuring the speech and language development of a child. Learning is achieved through lecture, reading and video/audio taped examples. (Fall)

Staff/Three Credits

HRS 241 PREVENTION AND INTERVENTION: MODELS AND APPROACHES WITH YOUTH

This course will provide students an overview of professional settings that employ counselors and youth workers to work with children and adolescents. Settings such as public, private, and alternative schools, early intervention programs, afterschool programs, and youth facilities will be covered. The role of professionals working in these settings will also be explored. The course will provide an overview of a variety of issues associated with early childhood and adolescence. Basic guidelines for working with children will be covered in addition to an overview of specific prevention and intervention models for counseling children and adolescents. The course will focus on the practical application of developmental theory within the context of a social justice and multicultural counseling framework. The course will also address effective intervention techniques to work with all youth within our socio-political contexts of schools and communities. Effective and collaborative family intervention models will also be covered. (Fall)

HRS 305 CLIENT INFORMATION AND ASSESSMENT

This course is intended to provide the student anticipating a professional role in the human and rehabilitation services with an opportunity to develop awareness, understanding and skills related to the use of assessments and evaluation tools. Clients utilizing human and rehabilitation services are in need of professionals with skills in utilizing assessment results in order plan and provide appropriate interventions. This course will utilize a lifespan approach to provide an overview of common assessment and evaluation tools used in a variety of human service and applied settings such as schools, early intervention programs and rehabilitation agencies. (Fall)

Staff/Three Credits

HRS 320 PSYCHIATRIC REHABILITATION

As an introduction to psychiatric rehabilitation, this course emphasizes understanding of lifespan development with appreciation for the complex interaction of biological, social and psychological variables that influence human behavior. From this bio-psycho-social framework, the course will review major psychiatric and developmental disorders with attention to diagnostic and intervention strategies. This course will also address the co-occurrence of psychiatric disorders and substance use disorders in individuals. The challenging nature of treatment and rehabilitation for individuals with co-occurring disorders will be identified and covered. Educational and vocational factors will also be covered. Students will gain an understanding and appreciation of the personal experience of psychiatric disability and recovery, including an understanding of the core principles and motives of psychiatric rehabilitation. Prerequisites: HRS 119; HRS 121 (Fall/Spring)

Staff/Three Credits

HRS 321 SOCIAL SKILLS DEVELOPMENT STRATEGIES FOR YOUTH

Social Skills Training is a psycho-educational approach to scaffolding pro-social behaviors of youth and adolescents with behavioral challenges. Social Skill development as an approach supports youth to be successful in social interactions. Specifically, Social Skill development as an approach provides youth with strategies for building resilience and for dealing with teasing and bullying, starting conversations, asking for help, dealing with peer pressure, practicing effective problem solving, etc. The course will provide students with the theoretical, evidentiary and practical background to engage with youth in social skill development and interventions. Students will be introduced to assessment strategies to determine the social skills needs of youth and adolescents. The course will also introduce interventions for specific behavioral challenges of students with disabilities (ADHD, learning disabilities, autism spectrum disorders, for example). Students will also be introduced to other relevant evidence based interventions for working with youth. (Spring)

HRS 325 CLINICALLY BASED PHONETICS OF AMERICAN ENGLISH

This course is the study of sounds of the American English Language. Using the International Phonetic Alphabet (IPA), students will learn to analyze and transcribe the physical properties of American English, including the production of sounds, acoustics and perception of speech. (Spring)

Staff/Three Credits

HRS 330 INTERVIEWING TECHNIQUES IN HUMAN AND REHABILITATION SERVICES

This course is designed to provide students with a thorough understanding of the interview process. A strong emphasis will be placed on developing skills in applying and utilizing specific interviewing skills and techniques in human and rehabilitation service settings. Students will understand the impact of diversity, culture, and individual lifestyles on the helping process. The course will assist students to apply effective interpersonal skills in interviewing and communicating with persons with disabilities, their families, related professionals, and the general public. Client choice and consumer self-direction will be emphasized in interviewing and counseling situations. Students will be taught to incorporate cultural sensitivity into daily practice and interactions with clients. Ethical principles and decision making will be discussed and practiced. Prerequisites: HRS 119 (Fall)

Staff/Three Credits

HRS 331 BASIC CONCEPTS AND PRINCIPLES IN APPLIED BEHAVIORAL ANALYSIS

The field of Behavior Analysis grew out of the scientific study of principles of learning and behavior and is now an evidence-based intervention for working with children and adults with a variety of developmental, cognitive and behavioral disabilities. Applied behavioral analysis is an applied science that develops methods of changing behavior and a profession that provides services to meet diverse behavioral needs. This course covers the basic foundations in behavioral principles by reviewing behavioral theories, concepts and terminology. Behavioral, learning and motivational theories will be studied to provide a strong foundation and framework for the practice of applied behavior analysis. Once students have acquired the essential foundational knowledge of behaviorism, motivation and learning they will use these principles to address the behavioral needs of a variety of individuals being served in diverse community settings. Students will complete exercises and practical application based projects so that they can develop the basic skills of applied behavior analysis in a safe environment prior to practicing these skills with actual children and adults in a supervised setting. The course employs a strengths-based model of intervention while covering specific behavioral interventions aimed at assisting both children and adults to increase and maintain positive and appropriate behaviors. Interventions that are geared toward reducing problematic behaviors and generalizing and promoting positive behaviors that enhance the development, abilities, and choices of children and adults with developmental and behavioral disabilities will be covered. (Spring)

HRS 335 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

This course is an in-depth study of the muscular, skeletal and nervous systems as they pertain to speech, hearing and swallowing. This course covers the normal anatomy and physiology of the speech and hearing mechanisms with emphasis on respiration, phonation, resonance, articulation, hearing, swallowing and audition. (Fall)

Staff/Three Credits

HRS 340 PRINCIPLES OF CASE MANAGEMENT

This course is designed to assist students in developing the necessary case management skills that are essential to the human and rehabilitation services fields. It will provide students with the knowledge and skills needed to facilitate client movement from initiation of services to case service termination. Students will be exposed to case management practices across human service agencies. Efficient case documenting, case recording and time management approaches will be developed along with case planning skills that recognize individual client needs. Community resource utilization, goal development, action planning, advocating, service coordination and utilization of assessment information will also be covered. This is a skill-based course that aims to teach organizational principles, practices and processes to students, thus enabling them to be effective in human and rehabilitation service delivery systems. Prerequisites: HRS 119 (Spring)

Staff/Three Credits

HRS/BIO 390 EXERCISE PHYSIOLOGY

This advanced course is designed to provide students with applied knowledge relative to human's physiologic responses to acute and chronic exercise stress. Students' basic knowledge of neuromuscular physiology, energy metabolism, cardiovascular and respiratory physiology will be honed to focus on human exercise response with the focus of the course being on applications to exercise training and programming, sport, nutrition, youth, aging and disease. Laboratory exercises will enable practical skills to be gained in measuring and testing for physiological markers of human readiness and response to exercise. Lab fee \$400. 00
Prerequisites: Bio 370 (Fall)

Staff/Four credits

HRS 400 FIELD EXPERIENCE IN HUMAN SERVICES AND REHABILITATION STUDIES

This course is a supervised 100-hour field placement experience in an approved human or rehabilitation service agency. The field placement will provide students with an opportunity to become oriented to the human and rehabilitation services by observing and participating in the provision of services to client groups. As students develop they will have the opportunity to use their skills and knowledge to provide services within a highly supervised setting. This field placement enables students to work with staff representing a variety of human service fields. Students will also participate in a weekly seminar that provides group supervision, instruction and discussion of the field placement experience. (Fall/Spring)

Staff/Three Credits

HRS 420 FAMILY ASPECTS OF DISABILITY

This course uses a family systems approach to cover the life cycle of the family. Students will learn to develop and use a genogram to better understand the family system. The course also takes a specific focus on the complex challenges that families face when a family member has a chronic illness, severe disability or substance use disorder. The course will examine family risk factors and interventions employed to prevent and mitigate the effects associated with these factors. The course will focus on developing specialized skills and techniques for working with families in an attempt to foster family cohesion to confront challenges. This course attempts to provide students with a context and a philosophy for facilitating families as they move through time. Furthermore, the course aims to teach professionals to assist family members in becoming a positive resource and support for each other as they confront the many challenges associated with disability, chronic illness, or substance use disorders. The course covers a variety of family assessment and intervention models. The course includes an analysis of relevant and critical issues to consider when working with families during the treatment, intervention, and/or rehabilitation processes. Specific attention is given to the family life cycle and the effect of risk factors, such as disability, chronic illness or substance use disorders on the family. (Spring)

Staff/Three Credits

HRS 421 LOSS AND BEREAVEMENT ACROSS THE LIFESPAN

This course will address the topics of loss, grief, bereavement, aging, and the dying process from a humanistic perspective. The course will examine the role of spirituality, culture, gender, and developmental stage in responding to loss. This course will address the role that helping professionals and fellow human beings can play in facilitating and encouraging the natural, healthy, and healing expression of emotions related to loss. In this course, students will learn that grieving evokes strong emotions and strong emotions can be overwhelming if they are not spoken in the presence of someone who can accept and not

judge. Therefore, students in this course will be taught how to be present with someone experiencing strong emotions related to loss and death, how to respond to feelings shared by others experiencing grief and loss, and how to encourage others to accept and cope with strong emotions related to loss and grief.

Staff/*Three Credits*

HRS 431 TREATMENT STRATEGIES AND INTERVENTIONS FOR SUBSTANCE USE DISORDERS

This advanced course will focus on the theories, approaches, strategies and interventions currently utilized for the effective treatment of alcohol and substance use disorders. Specific attention will be paid to change theory and the importance of motivating individuals for change. Evidence-based interventions such as motivational interviewing and cognitive-behavioral techniques will be highlighted. Content covered will deepen students' understanding of substance use disorders and facilitate the development of skills and competencies associated with addiction intervention strategies. A variety of individual and group treatment modalities will be covered with specific attention paid to psycho-educational strategies. This course will also introduce crisis intervention for treating clients with substance use disorders.

Staff/*Three credits*

HRS 425 SPEECH SCIENCE

This advanced course will provide students with the fundamental principles of speech science. This course is designed to introduce students to the objective measurements of human speech and voice production and perception from acoustic and physiological instrumentation. Readings, lectures, course work and discussions are designed to demonstrate the ways in which this empirical data relates to research in the field of communication science as well as to its clinical applications. (Fall)

Staff/*Three Credits*

HRS 485 SPECIAL TOPICS

Special topics courses are elective courses designed to address special issues, skills and knowledge needed in the human and rehabilitation services. These courses are designed for junior and senior level students as independent research and inquiry are required.

Staff/*Three Credits*

HRS 490 INTERNSHIP IN HUMAN SERVICES AND REHABILITATION STUDIES

This course is a field-based, professional opportunity for students to apply the theories, strategies, interventions, and knowledge learned through the HRS coursework. Students will be applying their classroom learning in a professional human and/or rehabilitation service setting. The internship is an intensely supervised and supported experience as students are supervised by both a faculty and an agency supervisor. There are three phases to the internship experience: orientation, observation, and performance. Students will perform all aspects of the human and/or rehabilitation specialists job e.g., intake interviewing, assessment, action planning, service planning, case management and case closure. Students will complete a minimum of 400 hours on site during the fall or spring semester. The internship is a competency driven experience and specific skills related to the direct provision of services will be evaluated. Prerequisites: HRS 119; HRS 121; HRS 200; HRS 210; HRS 219; HRS 305; HRS 320; HRS 330; HRS 340 (Fall/Spring)

Staff/*Twelve Credits*

HRS 499 DIRECTED STUDY IN HUMAN SERVICES AND REHABILITATION STUDIES

This course allows students to explore an area of interest along with the guidance of a faculty member. Students will work with their faculty advisor to develop a research or other project that provides immersion into a topic area of interest. Students, along with their faculty advisor, will develop a project proposal to be approved by the Department Chairperson and the Dean of Studies. (Fall and Spring)

Staff/*Variable Credit*