REHABILITATION AND HUMAN SERVICES (RHS)

RHS 97: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.

RHS 99: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)

RHS 100: Introduction to Disability Culture
3 Credits
This course is designed to increase student awareness of personal, interpersonal, and societal aspects of disability, including how disability can be defined and understood differently in varied individual, institutional, and cultural contexts. Students will learn models of disability that will help them to (a) clearly distinguish different ways of conceptualizing disability and (b) critically think about how disability is represented and understood in varied cultural contexts, including in the US and in other countries. Through discussion of class readings and completion of class assignments, students will examine the ethical, economic, and social implications of disability and the dynamics of group and individual behavior that impact social interactions among people with and without disabilities. A strong emphasis will also be placed on understanding disability from a variety of cultural perspectives and assessing the impact of racial, ethnic, gender, socioeconomic, and socio-political factors, both domestically and internationally, on disability status.

International Cultures (IL)
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Soc Resp and Ethic Reason

RHS 300: Introduction to Rehabilitation and Human Services
3 Credits
This course serves as an introduction to Rehabilitation and Human Services practice settings. The course reviews the human services profession, including introductory information about social problems within a socio-political context to show how culture and ideology influence experiences and perspectives. The foundation of the human services profession is explored by examining educational standards and professional requirements: its roots as a helping profession within the history of social welfare provision, its ethical standards, theoretical underpinnings, and the nature of the generalist practice model, with an emphasis on helping people with disabilities.

RECOMMENDED PREPARATIONS: 6 credits in psychology, sociology, human development and family studies and/or crime, law and justice

RHS 301: Introduction to Counseling as a Profession
3 Credits
Overview of the counseling theories that are often used in human service and rehabilitation practices.

RHS 302: Client Assessment in Rehabilitation and Human Services
3 Credits
Provides a practical understanding and skills to utilize assessment in the helping process.

Prerequisite: 3 credits in statistics

RHS 303: Group Work in Rehabilitation Practice and Human Services
3 Credits
An overview of essential elements and dynamics for conducting groups and various team-related activities will be the major focus.

Prerequisite: 6 credits in psychology, sociology, or human development

RHS 397: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.
RHS 399: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)
RHS 400W: Case Management and Communication Skills
3 Credits
Principles and practices of obtaining, recording, evaluating, and utilizing case data in rehabilitation planning; implementation of rehabilitation plans.
Prerequisite: RHS 300
Writing Across the Curriculum
RHS 401: Community Mental Health Practice and Services
3 Credits
Community mental health roles, historical points, current trends, and ethical standards; funding and impact on service provision.
Prerequisite: 6 credits in psychology and/or sociology
RHS 402: Children and Families in Rehabilitation Settings and Human Services
3 Credits
Contemporary family issues, child development, legal considerations, cultural and familial factors within rehabilitation and human services practice will be addressed.
Prerequisite: RHS 301
RHS 403: Medical Aspects of Disability
3 Credits
Common disabling illnesses, injuries, and congenital defects; their symptomatology, prognosis, and treatment; implications for personal, social, and vocational adjustment.
Prerequisite: 6 credits in psychology and/or sociology
RHS 410: Employment Strategies for People with Disabilities
3 Credits
Develop knowledge, skills, and resources necessary to understand and practice effective employment strategies in working with people with disabilities. This course is designed for students to develop knowledge, skills, and necessary resources to understand and practice effective employment strategies in working with people with disabilities, including individuals from culturally diverse backgrounds. Students will develop skills on networking with employers (e.g., social media, professional organizations, interviewing employers, etc.) for building professional contacts and networks. Various forms of labor market information will be analyzed to identify both challenges and opportunities for people with disabilities in different sectors of the labor market (primary and secondary). Throughout the course, students will learn about disability issues in the workplace (e.g., laws, policy, stigma, accommodations, etc.). A strong emphasis will be on understanding how laws and policies impact employment for people with disabilities, and students will identify legal and illegal practices. Best employer practices will be identified regarding mitigating disability impact on both employees (current and future) and employers. This course will incorporate Assistive Technology (AT) applications so students will be able to identify appropriate AT devices to assist people with disabilities in obtaining and retaining employment along with applicable strategies for working with employers in developing employment opportunities in today's changing world of work. Students will understand how disability is a critical component of workforce diversity and strengths people with disabilities bring to the workplace. Students will identify how people with disabilities should prepare for the employment process including training opportunities (formal and informal), resume development, interview preparation, and initiatives to promote increased employment outcomes. Different disability populations (e.g., youth, Veterans, aging workers, etc.) will be discussed including common barriers for employment as well as how to create opportunities in different employer settings.
Cross-listed with: LER 410
RHS 420: Culture & Disability: Study Abroad in Ireland
6 Credits
Study aspects of culture and disability through lecture, visiting Irish disability service agencies, and guest speakers from various disability agencies. This course is designed to increase student awareness of disability from a cross-cultural comparison between the United States and Ireland including: personal, interpersonal, and societal aspects of disability, including how disability can be defined and understood differently in varied individual, institutional and cultural contexts. Students will learn models of disability that will help (a) clearly distinguish different ways of conceptualizing disability and (b) critically think about how disability is represented and understood in varied cultural contexts. Students will examine ethical, economic, and social implications of disability. Dynamics of group, family and individual behavior that impact interactions between people, with and without disabilities, will be addressed. Interactions and assignments will aid in the introduction of students to interpersonal communication and interaction issues among international cultures. A strong emphasis will be placed on understanding disability from a variety of cultural perspectives and assessing the impact of racial, ethnic, gender, socioeconomic, and socio-political factors on disability status. Throughout the course students will engage with various service providing agencies (which may include sensory disabilities, intellectual/cognitive disabilities, and physical disabilities). Class time will be allotted to prepare for engagement and reflection as well as providing background information for understanding global policy and how to make comparisons. Students will participate in a culminating activity, such as attending the International Disability Summer School that equips students with the insights and skills necessary to translate the generalities of international positions on disabilities into tangible reform for persons with disabilities and understand disability from a global perspective. This course meets the requirement for RHS 100 (RHS majors and RHS minors and honors students), and/or up to 6 credits toward 400 level elective requirements for RHS minors. SPLED students can earn up to 6 credits towards the SPLED minor
Cross-listed with: SPLED 420
International Cultures (IL)
United States Cultures (US)
RHS 428: Rehabilitation Corrections

3 Credits

An overview of rehabilitation in different correctional settings focusing on history, classification, risk assessment, intervention strategies, and community reentry.

Prerequisite: RHS 300

RHS 433: Trauma-informed care for school & human service professionals

3 Credits

Many helping professionals interact with people who have survived, or are at risk for trauma, even when these professionals are not directly involved in either the design or delivery of direct interventions for trauma symptoms. This class is intended for students who wish to pursue one of these human services careers. In this class, students will learn how to conceptualize their students' and/or clients' struggles using a trauma-sensitive perspective that can enhance service outcomes. Course topics include types of traumas and adversities; the lasting effects of chronic trauma; laws and reporting procedures; how to identify appropriate resources and evidence-based practices; communication strategies; and risk, protective and resiliency factors; understanding the connection to professional wellness and vicarious trauma; and populations at highest risk for types of trauma. The application of these topics to settings such as schools, healthcare, and the criminal justice system will be discussed.

RHS 495: **SPECIAL TOPICS**

15 Credits

RHS 495A: Rehabilitation and Human Services Internship

15 Credits/Maximum of 15

Full-time practicum in rehabilitation and related human services agencies and institutions providing psychosocial, vocational, educational, and/or residential services to people with disabilities.

Prerequisite: students must have successfully completed all other required coursework for the major (grade of C or higher) as well as fulfilled general education requirements.

RHS 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, that are supervised on an individual basis and that fall outside the scope of formal courses.

RHS 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical of of special interest.