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OA/ID Number: 52058
Folder ID Number: 52058-009

Folder Title:

[ILRU - Independent Living Research Utilization Survey - 1983-1984] [3]

Stack:

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Respondent's Name Paul LenzOrganization: UNC-CHDate: 2/13/84

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Intro to Rehab	MA	hist. / Phil. resource util. 11 unit of total course		20	15	grad. student
Special topics	MA	Overview / site visits		10	15	grad students
Ind. Study	MA	library study				

Respondent's Name

Paul W. Power

Independent Living Training Program Survey

Organization:

RCE Program - University of Maryland

Date:

2/10/84

Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
EDCP 668: Independent Living in Rehabilitation	MA & PhD	All aspects of Independent Living	3 credits - 100 per credit	This course was offered as part of our Consortium efforts - i.e. - One course was taught with 4 RCE programs participating - ∴ we had 40 enrolled in the course	at least 50% were disabled -	Education graduate student; but some also were employed in <u>rehabilitation</u>
EDCP 460	BA, MA	History and philosophy of rehabilitation - Independent Living Curriculum 2 lectures - 2 hrs. Each of 16 wk. course.	Same as above	Course is offered twice a year ∴ 50 students a year	5% of students enrolled -	Student -

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Two of our 8 instructors in this course are disabled.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

None involved in planning.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

Perhaps!

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

Should be part of a course - not a course in itself.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

N.A.

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

*Independent Living Course will be offered every two years -
EdCP 460 - twice a year*

Paul N. Jones

Respondent's Name

Respondent's Name Thomas Wilson
Organization: S.C. State College
Date: 2/13/84

Independent Living Training Program Survey

(NO Program in IL)

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

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Respondent's Name Ralph M. Crystal
 Organization: Univ. of Kentucky
 Date: 2/13/84

Independent Living Training Program Survey

Please return to:
 Lex Frieden
 ILRU/TIRR
 P.O. Box 20095
 Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
① Principles of Rehabilitation	Masters	history & philosophy		18		graduate
② Med. Aspects of Disabilities	Masters	physical aspects of functioning		20		graduate
③ Psycho-Social Aspects of Disability	Masters	psychological / social / recreation / indep. liv.		20		graduate

Respondent's Name

ERIK B. Byrd

Independent Living Training Program Survey

Organization:

AG

Date:

Feb 10, 1984

Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
<u>Intro to R.C.</u>	<u>MA</u>	<u>Survey course</u>		<u>15</u>	<u>1</u>	<u>VR counselor</u>

Auburn University

Counselor Education

2914 Haley Center

Auburn University, Alabama 36849

ILRU

FROM

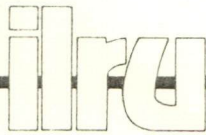
**The Institute for Rehabilitation and Research
THE TEXAS MEDICAL CENTER**

P. O. Box 20095

Houston, Texas 77225

To: GARY B. SELTZER, PH.D., PROJECT DIR.
MEMORIAL HOSPITAL
FAMILY MEDICINE PROGRAM
PROSPECT STREET
PAWTUCKET, RI 02860

RETURN POSTAGE GUARANTEED



TO: Rehabilitation Educators Involved in Independent Living Training

FROM: Lex Frieden *LF*

SUBJECT: Assistance Needed

DATE: January 24, 1984

*Sorry,
I'm not really
involved in
this type of
work
JFB*

I have been asked to prepare an article related to independent living and rehabilitation education for the NCRE newsletter. I believe this article can provide valuable information to people in both the rehabilitation education and independent living fields if it is based on current data. Consequently, I am requesting your assistance in completing the attached survey instrument.

I believe the survey instrument is self-explanatory. Please provide information about all of the courses or training programs which you are involved with that focus on independent living. If only a portion of the course or program is related to independent living, please indicate by appropriate notation. This instrument is designed to produce generally descriptive, non-scientific data, so approximate responses are useful. If there is a need to copy the response form in order to provide additional data, please do not hesitate to do so. If course descriptions or brochures are conveniently available, please enclose them with the survey form when it is returned. I would like to have the completed survey forms returned to me by February 20.

I really appreciate your assistance with this project. I anticipate that the results of this survey will be published in April or May. If you have any questions about this instrument or the survey, feel free to call me.

LF:rms

Attachments

Respondent's Name Anne K. Golin, Director

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Organization: Rehabilitation Counseling Program

University of Pittsburgh

Date: 2/10/84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
In addition to practica and internships in independent living programs, parts of the following courses in the Rehabilitation Counseling Program focus on independent living:						
Foundations of Rehabilitation	MA	history and philosophy and network of rehab. services	\$360*	25	5%	graduate student
Medical/Psyc. Aspects of Disability	MA	functioning independently in the community of severe disabilities - med. and psychological implications	\$360*	25	5%	graduate student
Community Programs in Rehabilitation	MA	the range of programs for rehabilitation clients	\$360*	20	5%	graduate student
Case Studies in Rehabilitation	MA	Analysis of Case Histories of Rehabilitation Clients	\$360*	15	5%	graduate student

* In state Tuition

RECEIVED FEB 20 1984

RC - Dr. Golin
Forbes Quadrangle 5K01



University of Pittsburgh
PITTSBURGH, PA 15260

Independent Living Training Program Survey
Page 2

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Are usually brought in as presenter on topic of independent living - and in visits to independent living facilities

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

Some of books and other course material were written by individuals with disabilities.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

Although I recognize their concern, I do not believe that this is likely to occur in the near future - I hope that professionals and consumers will find this an area in which they can work together effectively.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

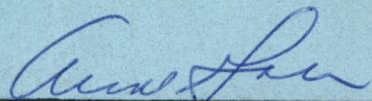
I would agree that some part of the curriculum should be devoted to this topic, but not necessarily a course - I would prefer to see such material integrated into several courses.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

not applicable

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

none at the moment



Respondent's Name

Respondent's Name Zwilling, E
Organization: SFSU
Date: 2/14/84

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Coun. 762 Field of Rehabilitation	MS	Orientation to Rehab- history - legislat. Role of R.C- Professions- Ind. living- Resources Prof. issues	97	35	about 15%	grad. student

DEPARTMENT OF COUNSELING
San Francisco State University
1600 HOLLOWAY AVENUE
SAN FRANCISCO, CALIFORNIA 94132

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Frequent presentors -

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

rarely as community advisory persons

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

No Fear - if they are competent well-trained professionals

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

absolutely yes -

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

MS in Rehab - Counseling

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

E. J. J. J. J.
Respondent's Name

Respondent's Name Charles M. Mitchell, Ph.D. Asst. Professor Independent Living Training Program Survey

Organization: Rehabilitation Science
Arkansas Tech University

Date: February 15, 1984

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
RS-2003, Introduction to Rehabilitation Services	B.A.	History and Philosophy - some potential for counseling and resource utilization General overview				Student - undergrad
Rs-3003 - Medical and Psychosocial Aspects of Disability	B.A.	Medical Aspects - Counseling				
RS-4133 - Seminar in Severe Disabilities	B.A.	Planning, Counseling				
RS-3141-4 Rehabilitation Science Seminar	B.A.	Variable re topic, depending on participant interest - Independent living is always a potential topic				

Charles M. Mitchell
Rehabilitation Science
ARKANSAS TECH UNIVERSITY
RUSSELLVILLE, ARKANSAS • 72801

Independent Living Training Program Survey
Page 2

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

We utilize people with disabling conditions for class presentations.
We also make field trips to centers for independent living.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

There was no direct involvement.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

There is a possibility of over-professionalization, but it can be dealt with (and should be) if proper planning procedures are utilized.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

Very strongly agree.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

Respondent's Name

Respondent's Name Bobbie J. ATKINS

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Organization: UW-Milwaukee

Date: 2/14/84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Independent Living for the Disabled in Urban Settings	Masters of Science	1. History, Legislation, & Philosophy 2. Counseling 3. Role of the consumer 4. Sexuality	1/4 of teaching load	20	25%	Graduate students - All

ATKINS
THE UNIVERSITY OF WISCONSIN-MILWAUKEE
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
P.O. BOX 413
MILWAUKEE, WISCONSIN 53201



1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

25% of Class time plus tours of appropriate IL centers, etc.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

As consultants, & evaluators of appropriateness of topics & materials.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

Does not appear to be a concern in my area.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

~~I agree.~~ I agree.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

N/A

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

N/A

IL is an aspect of all of our courses.

Bobbie J. Atkins
Respondent's Name

346 N. West Avenue
Fayetteville, Arkansas 72701
(501) 575-3656



UNIVERSITY OF ARKANSAS · Arkansas Rehabilitation Research and Training Center

February 15, 1984

Mr. Lew Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Dear Mr. Frieden,

Reed Greenwood has asked me to complete the enclosed questionnaire. As you know Reed has moved over to Research Director and I am the Coordinator of Rehabilitation Education. Your continuing support of our program is very much appreciated.

Sincerely,

Daniel Cook, Ph.D.
Coordinator
Rehabilitation Education

Enclosure

DWC/ao

RECEIVED FEB 20 1984

Respondent's Name DAN COOK

Independent Living Training Program Survey

Organization: BEHAB EDUCATION, UNIV. ARK.

RECEIVED FEB 20 1984

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225Date: 2/15/84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
BEHAB 5423 SYSTEMS PRACTICES	MED.	PORTION (10%) on IL MOVEMENT	3 hrs.	7	30%	BEHAB EDUCATION GRADUATE STUDENTS
BEHAB 5433 MEDICAL ASPECTS DISABILITY	"		3 hrs.	8	25%	" & SPECIAL ED.
BEHAB 5453 PSYCH ASPECTS OF DISABILITY	"	COPING WITH DISABILITY ADJUSTMENT TO "	3 hrs.	8	25%	" & SPECIAL ED, PSYCHOLOGY STUDENTS
VOC EVALUATION	"	ASSESSMENT - 10% on IL	3 hrs.	4	0	BEHAB EDUCATION GRADUATE STUDENTS
BEHAB 5463 IL & COMMUNITY ADS	"	COMPREHENSIVE OVERVIEW IL REHABILITATION	3 hrs.	4	0	"
BEHAB 5483 - BEHAB COUNSELING RESEARCH	"		3 hrs.	6	25%	"
BEHAB 5343 SUPERVISED PRACTICE	"	IL SETTING	3 hrs.	4	0	"
BEHAB 5749 INTERNSHIP	"	"	3 hrs.	4	0	"
SPED 5503 GROUP 1/84 HOMES/HANDICAPPED © ILRU Project Houston, Texas	"		3 hrs.	4	0	

Respondent's Name _____

Independent Living Training Program Survey

Organization: _____

Date: _____

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ILRU/TIRR
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<u>ELECTIVES FOR IL SPECIALISTS</u> SOC. - COMMUNITY ORGANIZATION " METRO COMMUNITY # RECREATION FOR SPECIAL POPULATIONS HOMEC REHAB FOR DISABLED HOMEBOUND PE - ADAPTED PE						

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

HAVE made use of disabled to make presentation
and serve as panel members for class discussion

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

Advisory committee

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

An important issue covered at length
in IL course

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

Agree, all rehab education student are
required to take the IL course

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

Specialty in IL rehabilitation, required
IL course work with internship in IL setting

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

Maintain present structure

Jan Cook

Respondent's Name

Respondent's Name Scorzelli, J

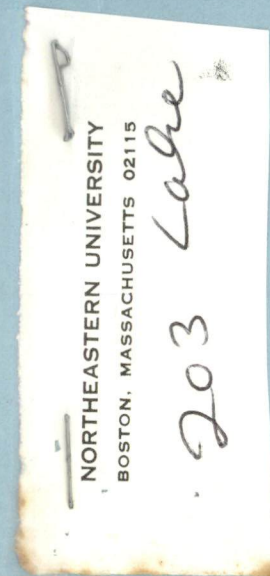
Organization: Northeastern Univ.

Date: 2-13-84 — Master's level rehab. counseling NA

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost <i>program</i>	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
The only course we have is a seminar in indep. living which would be directed at master's and doctoral level students. This course is scheduled to be offered next fall (1984) for the 1st time.				NA		



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1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

— presentors whenever poss. 6/10,
esp. in our medical rehab course, and
seminars.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

—

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

I have mixed feelings, and feel that
the term over-professionalization may be a
bit exaggerated.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

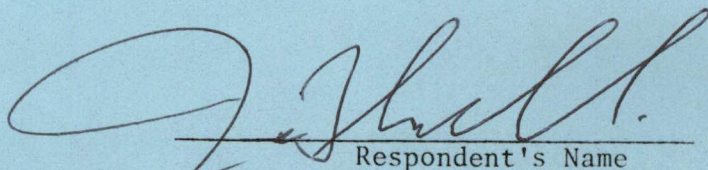
I agree, and we are adding such
a course next year.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

N.A.

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

— refer to previous statement



Respondent's Name

James F. Scanzelli, PhD

Respondent's Name C.A. McLAURIN
Organization: UNIVERSITY OF VIRGINIA
REHAB. ENGINEERING CENTER
Date: FEB 18/84

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

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REHABILITATION ENGINEERING TRAINEESHIP PROGRAM	MA	ACADEMIC & PRACTICAL TRAINING FOR REHAB ENGINEERS	1150/YR FOR VIRGINIA RESIDENTS. 2650/YR FOR OTHERS	4	10%	ENGINEERING STUDENT

UNIVERSITY OF VIRGINIA
REHABILITATION ENGINEERING CENTER
P.O. Box 3368
University Station
Charlottesville, Virginia 22903

Biomedical Engineering

- Biom 503 Introductions to Living Systems
- Biom 510 Instrumentation and Measurement in Biology
- Biom 520 Applications of Computers to Medicine and Biology
- Biom 522 Medical Information Systems
- Biom 551 Analysis of Societal Systems
- Biom 580 Introduction to Radiological Physics
- Biom 582 Therapeutic Radiological Physics
- Biom 583 Diagnostic Radiological Physics
- Biom 585 Clinical Radiobiology
- Biom 586 Radiopharmacy
- Biom 590 Clinical Apprenticeship
- Biom 701 Fundamentals of Biophysical Sciences
- Biom 712 Analysis of Biological Systems
- Biom 717 Electronic Design of Biomedical Instrumentation
- Biom 733 Theoretical Approaches to Biological Systems I, II
- Biom 761 Biophysical Systems Laboratory
- Biom 821 Biomaterials
- Biom 822 Biomechanics

LIVING IN CHARLOTTESVILLE

Charlottesville and adjacent communities comprise a metropolitan area of approximately 80,000 people, located in historic Albemarle County, Virginia. The Blue Ridge Mountains and their rolling foothills provide abundant natural beauty while the Virginia climate causes each of the four seasons to produce a clearly defined scenic experience all its own.

The city possesses many cosmopolitan advantages which are completely unwarranted by the size of its population. The University attracts annually several world-renowned symphonies, ballets and performing artists, and both town and gown support active theater groups. Coupled with these cultural activities are many tourist attractions in the area, among them Monticello - home of Thomas Jefferson, Ash Lawn, Home of James Monroe, and Michie Tavern, meeting place of colonial days. Charlottesville is also the shopping center for west-central Virginia. Because these activities attract many visitors, there are excellent restaurants and quality movie theaters along with ample overnight accommodations available in the city.

Extracurricular activities need not be neglected here. All the customary varsity sports programs are vigorously pursued as well as some of the less common contests such as Rugby, Lacrosse, Crew Racing, and Polo. From early spring until November, the outdoor enthusiast enjoys hiking and camping in the Shenandoah National Park or in the vast George Washington National Forest. For those with a traveling urge, the Blue Ridge and Shenandoah National Park are 20 miles west, Washington is 115 miles northeast and the Atlantic coast is 150 miles east.

HOUSING

The University owns apartments for both single and married graduate students. For single students, the Monroe Hill dormitories, situated near the center of the University, house 2 students each and cost approximately \$945 per student per academic year. The Copeley III apartments located on the periphery of University Grounds, house 4 students (2 BR) per apartment and cost \$1,050 per academic year. During the summer, graduate students may take rooms in the Alderman Road undergraduate dormitories at \$24 per week.

For married students, the Copeley Hill and the University Gardens complexes, located near one another approximately 1 mile from the Engineering School, are furnished one-to-three bedroom apartments with all utilities paid which rent from \$215 to \$265 per month.

Single student apartments are distributed in a lottery held in April and forms for this lottery can be requested after being admitted to U.Va. Married student apartments become available mostly in June. There are waiting lists for these, so the earlier the inquiry the better. Students interested in University Housing should write or call the Housing Division, Page House, University of Virginia, their telephone number is (804) 924-3314.

Most graduate students live in non-University housing. The relative cost for such housing is generally higher, especially for apartments within walking distance, but the selection is much broader and the number available much greater. The University's Housing Division maintains lists of available off-Grounds rooms and apartments with rental rates. Only in September is selection seriously limited. Those coming in September should visit here a month or so early to make arrangements.

MAY 1981



UNIVERSITY OF VIRGINIA

REHABILITATION ENGINEERING TRAINEESHIP PROGRAM

RECEIVED FEB 22 1984

Departments of Mechanical and Aerospace,
Electrical, and Biomedical Engineering

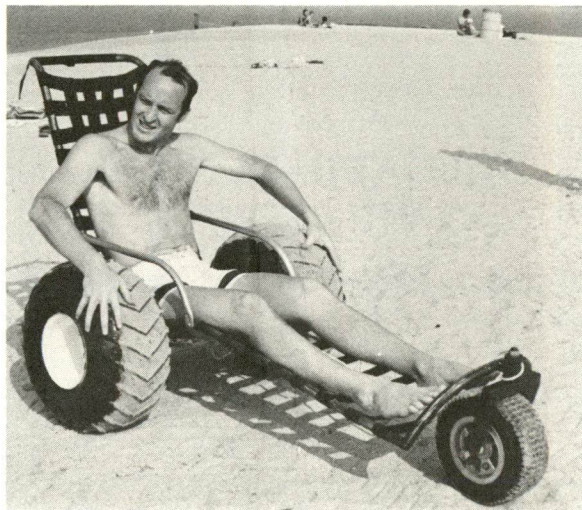
THE UNIVERSITY OF VIRGINIA

"This institution will be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."

T. JEFFERSON

Thomas Jefferson founded the University of Virginia in 1819 and designed its early curriculum, grounds and buildings. The institution he conceived has been a center of culture and learning from the day it opened (March 7, 1825) to the present. Granted this longevity and the evolving character imprinted upon it by many generations of students, the University has developed a full complement of rich traditions. The most outstanding of these customs is the Honor System, which has been completely student-controlled and administered since 1842.

From a small "academical community" the University has grown to about 16,000 students and the Grounds have been expanded to 1,600 acres. The curriculum has been continually revised and the faculty now boasts many world renowned names, but always the guiding principles of Jefferson have been applied to maintain quality of instruction and beauty of surroundings. These educational opportunities enable the student to become educated, not merely trained, and to develop both intellect and integrity.



RECENT AND CURRENT RESEARCH

The Rehabilitation Engineering Center is conducting many research projects related to the spinal cord injured and especially to their wheelchair mobility. Areas of study are:

1. Wheelchair propulsion
2. Electrical wheelchair power systems
3. Wheelchair design
4. Wheelchair dynamics
5. Work stations for quadraplegics
6. Custom seating systems for use in wheelchairs
7. Computer controlled manipulators
8. Rehabilitation engineering services
9. Spinal cord monitoring
10. Spinal cord stability
11. Wheelchair use analysis
12. Wheelchair control systems
13. Motion analysis
14. Upper limb orthosis
15. Battery testing

Thesis or research topics selected for and by the trainees would fall under the professional staff of the Rehabilitation Engineering Center with engineering and medical backgrounds. The projects will be directly related to the research and clinical objectives of the Rehabilitation Engineering Center.



ELECTIVE COURSES

Mechanical Engineering

- ME 571 Introduction to Rehabilitation Engineering
- ME 572 Rehabilitation Engineering Practices I
- ME 573 Rehabilitation Engineering Practices II
- ME 501 Advanced Thermodynamics
- ME 510 Heat Transfer
- ME 522 Principles of Contaminated Atmospheres
- ME 523 Air Pollution Control
- ME 527 Advanced Topics in Mechanical Engineering
- ME 531 Compressible Flow in Mechanical Systems
- ME 543 Lubrication Theory and Design
- ME 548 Fluidic Computers and Control Systems
- ME 550 Applied Optics in Experimental Engineering
- ME 556 Advanced Kinematics
- ME 561 Advanced Dynamics of Machinery
- ME 591 Advanced Instrumentation and Measurements
- ME 709 Advanced Topics in Heat Transfer
- ME 711 Conduction Heat Transfer
- ME 713 Advanced Topics in Fluid Dynamics
- ME 741 Non-linear Control Systems
- ME 744 Lubrication Theory and Design
- ME 747 Analysis of Fluid Films
- ME 751 State-Space Methods for Linear Systems
- ME 753 Advanced Vibration Analysis
- ME 762 Advanced Dynamics of Machinery
- ME 841 Stability Theory

Electrical Engineering

- EE 509 Microcomputer Instrumentation
- EE 510 Discrete Signals and Systems
- EE 512 Electronic Systems
- EE 514 Semiconductor Device Technology and Design
- EE 516 Microwave Communication
- EE 532 Probability and Stochastic Processes
- EE 533 Communication Systems Engineering
- EE 541 Linear Automatic Control Systems
- EE 543 Analysis and Synthesis of Digital Systems
- EE 703 Electromagnetic Field Theory
- EE 711 Electron Device Theory
- EE 731 Digital Communications
- EE 733 Information Theory and Coding
- EE 741 Nonlinear Control Systems
- EE 751 State Space Methods for Linear Systems
- EE 802 Optimal Control Systems
- EE 810 Digital Control Systems
- EE 814 Semiconductor Statistics and Devices
- EE 820 Stochastic Control Systems
- EE 831 Estimation Theory
- EE 843 Advanced Switching Theory and Computer Design
- EE 871 Pattern Recognition Methodologies
- EE 872 Digital Picture Processing

FINANCIAL ASSISTANCE

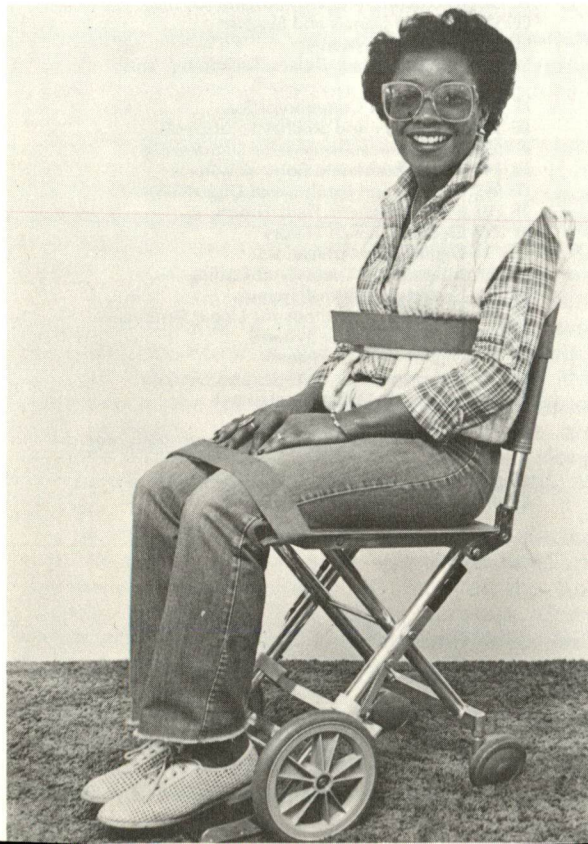
A limited number of traineeships are available to qualified students on a competitive basis. Stipends are \$3,900 per year plus tuition and fees. In addition, Fellowships, Graduate Research Assistantships and Graduate Teaching Assistantships are offered. These range from \$2,700 to \$4,700. Summer support is usually available.

COST

University fees, the tuition and required fees and certain other fees which the student may incur are listed below. The amount of tuition is determined by the student's classification as a Virginia or out-of-state student. A student's total expenses depend on the school, housing and personal tastes. Estimates of some of these expenses are listed below.

For the Nine Month Session

Virginia		
Tuition and required fees	\$1,134.00	
Activities Fee	16.00	
TOTAL	\$1,150.00	
Out-of-State Students		
Tuition and required fees	\$2,634.00	
Activities Fee	16.00	
TOTAL	\$2,650.00	



FACILITIES

The quality of teaching and research at a University depends strongly on the available facilities as well as the faculty, staff and students. The Departments of Mechanical and Aerospace Engineering, Electrical Engineering and Biomedical Engineering at the University of Virginia are well equipped for their tasks.

The clinical facilities of the University of Virginia are both extensive and numerous. The main hospital is a 550-bed teaching hospital, physically connected with the Medical School and located on the grounds with the Engineering school. Rehabilitation care is started in the Department of Orthopedics and Rehabilitation and Department of Neurological Surgery. The rehabilitation program is continued under Orthopedics at the adjacent Towers Hospital, which houses the Rehabilitation Engineering Center, Prosthetic and Orthotic Services and Complete Physical and Occupational Therapy Facilities. The Children's Rehabilitation Center located adjacent to the University is a modern well equipped 55-bed hospital.

A major national faculty associated with the University of Virginia complex is the Woodrow Wilson Rehabilitation Center at Fishersville, located thirty miles away which houses approximately 500 physically disabled persons.

The University's Computer Center provides excellent computing and consulting service, as well as instructional assistance in the use of digital computers. The Center is equipped with a CDC-Cyber 172 digital computer and an HP-2000 time shared system. The School of Engineering and Applied Science maintains a 32 terminal time sharing Hewlett Packard 2000 along with 12 analog machines. Access to other analog and digital machines within the University can be secured for special problems.

The University Libraries contain over 1,500,000 accessible books and approximately five million manuscripts and other items. The library is an official repository for federal documents, for the reports of the Atomic Energy Commission, and the National Aeronautics and Space Administration. It also maintains fields-of-interest registers with the Armed Forces Technical Information Agency.

The Engineering Library is located in Thornton Hall and houses a more specialized collection of interest primarily to engineers. It includes approximately 43,000 volumes and subscriptions to some 850 current scientific periodicals and technical serials. The Physics and Chemistry buildings, adjacent to Thornton Hall, as well as the Medical School, also contain branch libraries.



UNIVERSITY OF VIRGINIA

REHABILITATION ENGINEERING TRAINEESHIP PROGRAM

RECEIVED FEB 22 1984

Departments of Mechanical and Aerospace,
Electrical, and Biomedical Engineering

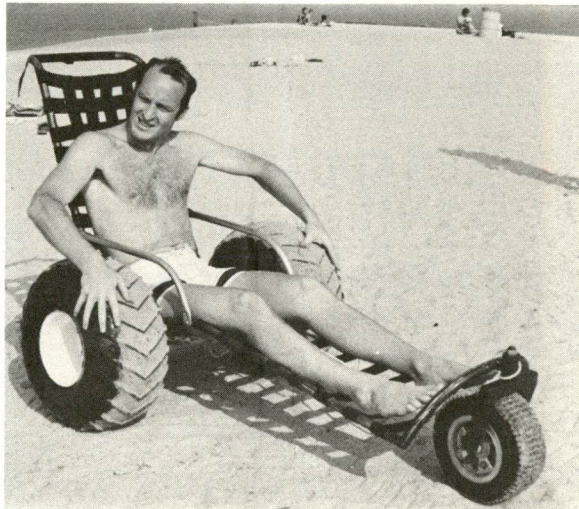
THE UNIVERSITY OF VIRGINIA

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THE REHABILITATION ENGINEER

"To improve the quality of life of the physically handicapped through a total approach to rehabilitation, combining medicine, engineering, and related sciences."

The above quotation, from "Rehabilitation Engineering a Plan for Continued Progress" National Academy of Sciences, April 1971, in a very general way describes the mission of Rehabilitation Engineering. It has been estimated that ten percent of the population suffers from physical disability and that half of these could benefit from technical devices and services if they were available. Rehabilitation engineering is specifically concerned with the development, provision, and maintenance of these technical devices and services as part of the rehabilitation process.

In the rehabilitation team, the person responsible for the engineering aspects is the Rehabilitation Engineer. The Rehabilitation Engineer is a qualified engineer who through experience and training is competent to accept responsibility in patient care, in a manner similar to a prosthetist or orthotist. In addition to providing patient services, he is concerned with research and development of new devices and techniques to aid disabled persons, in the hospital, at home, at work, or in the world at large.

DEGREE PROGRAMS

The Rehabilitation Engineering Program provide opportunities for graduate study and research leading to the degree of Master of Science or Master of Engineering in either Mechanical, Electrical or Biomedical Engineering with emphasis in rehabilitation engineering. Students enter the program from a variety of undergraduate disciplines including engineering, physics, biology and clinical sciences. The program consists of a two year program of study organized to provide sufficient engineering and clinical background necessary to permit graduates to enter employment in the field of rehabilitation engineering. Because of the variations in backgrounds, the academic program for each student is handled on an individual basis, arranged to fit his or her needs. The program is characterized by course work, independent study, research, and practical experience.



ADMISSION

Prospective graduate students should submit an application to the Dean of Engineering and Applied Science, Thornton Hall, University of Virginia, Charlottesville, Virginia 22901, on a form available upon request.

All applicants must have a Bachelor's degree and received a minimum overall average of "B" or its equivalent during their last two years of study. Applicants with clinical science backgrounds are expected to be proficient in calculus, general physics, multivariable calculus, differential equations, and elementary computer programming. All applications must also be accompanied by recommendations from at least two members of their undergraduate or graduate faculty.

Detailed information concerning University regulations, admission, course offerings, tuition and fees, and student housing is available in the current edition of the University of Virginia Record for Graduate Studies-School of Engineering and Applied Science. A non-refundable fee of \$10 must accompany each application.

Applications, forms, and further information may be obtained from:

John G. Thacker, Director
Dept. of Mechanical and Aerospace Engr.
School of Engineering and Applied Science
University of Virginia
Charlottesville, Virginia 22901
(804) 924-7421

Respondent's Name Terrence Piper, Ph.D.

Independent Living Training Program Survey

Organization: Developmental Disabilities Center, Temple Univ. (a UAF)

RECEIVED FEB 22 1984

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225Date: 2/15/84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Sp. Ed. 300, Training and Psynh of the Disabled adult. 3 credits	continuing ed or intro to BA or MA programs	population descriptions, service delivery systems, legal requirements and mandated services, description of model service delivery	\$285, undergrad, in-state	35	To date, we have had only one trainee who was disabled. She is partially deaf sighted.	Trainees are typically unemployed at the initiation of the program, or hold part-time unskilled or semi-skilled jobs.
Sp. Ed. 308. Problems in social and emotional development	continuing ed	behavior management and beginning skills in program writing	same	35		
Child Care 133	continuing ed, sometimes BA	interaction skills, observation skills, health related skills, advocacy	same	35		
Sp. Ed. 320. Training the difficult retardate	continuing ed sometimes BA	Sheltered workshop practicum 20 hours per week	same	15		
Sp. Ed. 301. Curriculum adjustment in special education	cont. ed or BA	a continuation of 308 but with more advanced content	same	15		
Voc. Ed. 311. Vocational education for special youth 1/84 © ILRU Project Houston, Texas	cont. ed. BA MA	vocational ed perspective job titles and descriptions entry skills ro each job diagnostic systems	same	15		

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Only marginally. The program is to train paraprofessionals to work as work supervisors for the severely handicapped, ie the ~~severely~~ severely mentally retarded and disturbed. They become instructors, I suppose, during the practicum hours. We had an advisory committee of providers.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

The providers were involved, but due to the nature of the population, the disabled themselves were not involved. Many are non-verbal!

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

I do not, personally, have a clear set of feelings in this regard.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

I believe that history and philosophy are very important and should either be taught first, in at least one course, or integrated throughout at least one course.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

The Developmental Disabilities Center offers a certificate. The certificate has meaning to local potential employers, but is not a State certificate nor would it necessarily have much meaning outside of the local Philadelphia area.

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

At present, we have plans for great expansion in the area of non-credit generating in-service programs which may eventually lead to degree programs.

Respondent's Name Piper, PAGE # TWO

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Organization: DDC, Kemple Univ.

Date: _____

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Sp. Ed. 330. Vocational Tr training for exceptional people.	Con. Ed or BA	2nd semester of the sheltered workshop practicum	same	15		

WORK SUPERVISOR TRAINING PROGRAM 1982-1984

The Work Supervisor Training Program provides training for direct service staff in sheltered workshops and other work-oriented programs that employ the mentally retarded and other handicapped adults. The program requires two semesters of course work and practicum experience and terminates in a certificate that will facilitate employment by the graduate in this growing field.

PROGRAM DESCRIPTION

The total program requires five courses and two practica as described below.

1. Special Education 300. Training and Psychology of the Disabled Adult. 3 credits
This course is intended to give an overview of exceptionalities and related services. Services to adult populations, especially those related to day programs and the world of work, will be emphasized. Course content is not limited to the mentally retarded.
2. Special Education 308. Problems of Social and Emotional Development. 3 credits
The course is intended to provide the basis for behavior management and the individualization of behavior management programs. Operant and respondent theory and intervention strategies are stressed. Examples and content relate to everyday living, especially to the retarded and their work skills and the social skills that relate to work.
3. Child Care 133. Issues in Residential Care for the Severely Retarded. 3 credits
The course will focus on (a) those abilities needed to interact effectively with the severely handicapped such as initiating contact, personal manner, communication, and confrontation, (b) observation skills, (c) general first aid, (d) community resources, and (e) legal rights, mandated services, and advocacy.
4. Special Education 320. Training the Difficult Retardate. 3 - 6 credits
The course number represents the practicum component for the first semester. Students will work approximately 20 hours per week in either the ARC-P sheltered workshop or the Woodhaven sheltered workshop. Included in the 20 hours will be a weekly seminar on a variety of topics related directly to the workshop setting.
5. Special Education 301. Curriculum Adjustment in Special Education. 3 credits
The course will stress programming curriculum, composing objectives that are long term, short term leading to the long term, and generalization objectives, techniques for moving from objective to objective, maintenance after mastery, rate modification, vocational diagnosis and vocational curriculum models. To a degree, the course will be a continuation of Special Education 308.
6. Vocational Education 311. Vocational Education for Special Youth. 3 credits
The course will stress the interface between special education and vocational education. Students will be able to list job titles and entry level skills for each job, establish realistic vocational objectives for the mentally retarded and other handicapped persons; modify and adapt vocational learning materials and activities, establish criteria for vocational evaluation and testing, and identify various legislative actions and court decisions involving the handicapped.
7. Special Education 330. Vocational Training for Exceptional Children. 3 - 6 credits
The course represents the practicum component for the second semester. Hours of experience in the workshops settings will continue, but day-long visits to other workshops will be added for generalization.

Special Education 300, 308, and 320 and Child Care 133 will be offered in the Fall Semester of 1983 for a total of 12 credit hours. During the Spring of 1984, Special Education 301, 330, and Vocational Education 311 will be offered for a total of 9 credit hours. Students wishing to take additional courses during either time period as electives are free to do so. Full time undergraduate tuition rates allow for up to 17 credits without additional cost.

FINANCIAL AID

During the second year of the training program, Fall 1983 and Spring 1984, full-time tuition costs will be paid through the DD Center at a 25% cost to the trainee. In effect, each trainee will receive tuition remission for up to \$1032 (75% of \$1376) during both the Fall and Spring sessions. Out-of-state students will pay the difference between in-state tuition (\$1376) and out-of-state tuition. The tuition remission is available to the first 16 qualified applicants.

QUALIFICATIONS

Applicants must be high school graduates with basic skills sufficient to complete course work. All currently matriculating students are qualified. Of the courses listed, all with numbers of 300 or higher may be taken for graduate credit should the student so desire. Individuals interested in additional information should either contact Dana Henning or Terrence Piper of the Developmental Disabilities Center, 9th Floor Ritter Hall Annex, Temple University, Philadelphia, PA 19122 Phone 787-6570 or 787-6567.

Rehabilitation Services Supervisor Program

The Temple University Developmental Disabilities Center offers a unique opportunity for persons interested in entering the field of human services. The Rehabilitation Services Supervisors Program prepares personnel for entry-level positions in agencies which serve mentally retarded adults. Typically, these agencies are:

(1) Competitive Employment Persons who are mildly retarded and have received appropriate vocational education are frequently capable of competitive employment. Competitive employment may involve unskilled or semi-skilled positions in factories, offices, stores, and/or service industries. Jobs in this category frequently pay minimum wage. Such employment involves working along with non-retarded peers; these are not "make-work" jobs, but rather are part of the real world of work.

(2) Work Stations in Industry This is a relatively new service model and may be divided into two sub-categories. The first category is of a training nature. A "work station" is established in a factory which is interested in employing retarded people who are trained to do a given task. The work station itself is a section of the factory work floor, frequently a cluster of tables or a series of adjacent machines. One or more clients are trained on a task at any given time by a vocational or special education supervisor. Clients learn a specific skill on a machine identical to the one to which they will eventually be assigned, and the learning takes place in the real work environment.

While being trained on the intricacies of the task, the person is able to gain a great deal of incidental learning, e.g., how does one behave on the job, how does one interact with co-workers, how does one use the time-clock.

This incidental learning can often be the determining factor in whether or not a person will succeed on the job. Clients who possess the actual job skills but lack the extraneous skills don't fit into the job scene. In other service models, people were taught vocational skills in a segregated "special" setting, were successfully trained, and then failed when placed in industry because they could not deal with the demands of the work site.

When the client is considered to have met the criteria of success in the training area under the supervision of the vocational educator, he or she is transferred to a regular work site among the nonretarded employees. Initially the vocational educator may be present to provide support and aid in the transition to the "real job." At this point the vocational educator will provide consultation and periodic follow-up to the regular factory supervisor who is responsible for the retarded individual.

The second category of the work station model is generally considered to be a permanent work site rather than a temporary training site. Physically, the work station may appear to be identical to the work station described earlier. A vocational or special educator may again be the primary staff person although he/she may be assisted by a regular factory supervisor. However, in this model, the retarded individuals are intended to be permanently assigned to the work station. The retarded people remain in the segregated work station within the regular factory. Nonretarded peers work nearby and are present in hallways and cafeterias to provide a means of social integration, but would not be directly interacting with the work station. This model is slightly more restrictive and designed with a more handicapped worker in mind than is the other type of work station.

(3) Sheltered Employment Programs Sheltered employment is a term used to describe a continuum of vocational services to the retarded adult. This

continuum includes but is not limited to supervision, work, vocational evaluation, and training. Private, non-profit agencies operate most sheltered workshops. Funding is provided through the county mental health/mental retardation office, medical assistance, and the Bureau of Vocational Rehabilitation.

The evaluation services are designed to determine the type of vocational program best suited to the individual's needs. The person participates in formal and informal assessment procedures for about 20 days to determine strengths and weaknesses in vocational and related areas. Funding for these services is provided by the Bureau of Vocational Rehabilitation.

Sheltered employment is offered in many sheltered workshop programs for individuals who are capable of earning fifty percent (50%) of minimum wage based on the speed of their piecework production. Persons assigned here are determined to be in need of constant supervision due to the level of their retardation and/or the degree of behavior problems they may exhibit.

Placement in a sheltered workshop is considered to be "work" rather than "training" for the clients. Emphasis is placed on maximizing the production rate. If production is not fast enough, contract work will not be completed when promised. Contracting for work with local industries is a primary source of income to the workers. Therefore, production rather than client training is the primary objective.

(3) Work Activity Centers Work Activity Centers provide another day placement option for retarded adults currently unable to profit from sheltered employment. Production rates of persons placed in Work Activity Centers must be less than 50% of minimum wage. Supplemental training in topics such as community survival skills and activities of daily living are offered to clients when there is insufficient contract work or as a regularly scheduled segment of the day.

Persons who are not ready for any of the aforementioned options due to lack of work skills or maladaptive/anti-social behaviors may be placed in a Partial Hospitalization Program (also called Adult Day Care). Training is provided in Adult Day Care in the areas of self-help skills, motor skills, communication, and self-control of behavior. A person may start out in an Adult Day Care program and progress to a more work-oriented program. The focus of this program is on client training rather than production. Persons enrolled in Adult Day Care are funded to attend the center rather than being paid for production.

Retarded persons may attend a variety of different types of vocational placements in the course of their lives. Each retarded adult is entitled to a day program, to be permitted to live in a community living arrangement, the individual must be actively involved in a day activity.

What Job Will This Program Prepare Me For?

The training program prepares students to work directly with mentally retarded adults. Depending upon the focus of the agency, students may be involved teaching work skills, assisting other staff in implementing behavior modification programs, teaching self-care (dressing, grooming, etc.) or community skills (using public transportation, using money, telling time, etc.), or supervising mentally retarded adults in sheltered employment (usually assembly line work). Starting salaries typically range from \$8,000 - \$14,000 per year.

What Qualifications Must I Have to Get Into the Program?

Students in the Rehabilitation Supervisor Program must have at least a high school diploma or G.E.D. However, in the past, many of the students

possessed a bachelor's degree (B.S. or B.A.) or a master's degree (M.S. or M.A.) prior to entering the program. Courses may be taken on the graduate or undergraduate level.

This program may benefit the person who has a degree and/or experience in the human service or social science area and seeks a means of getting experience and a credential in the vocational training field. Based on individual interests and prior experiences, the program may (at the discretion of the program director) be modified to address a student's particular interests.

What Are The Requirements of The Program?

The Rehabilitation Services Supervisor's Program has two components: classroom coursework, and a practicum experience in a rehabilitation agency.

The student may select to enroll in the program on a full time or part time basis. The full time student may complete the program in two semesters. Full time students will enroll in three courses plus a practicum. Each course is three credits and meets three hours per week at the university. A student may elect to register for three to six practicum credits and must be involved at the assigned rehabilitation facility for 15-20 hours per week. The practicum site will be determined by the program director. The student will be assigned to two different facilities during the two semester program.

A person may also choose to participate in the program on a part-time basis by enrolling in one or two courses per semester. The practicum experience may be available during the summer as well as during the school year.

Which Courses Must I Take?

PROGRAM DESCRIPTION

The total program requires five courses and two practica as described below.

1. Special Education 300. Training and Psychology of the Disabled Adult.

3 credits. This course is intended to give an overview of exceptionalities and related services. Services to adult populations, especially those related to day programs and the world of work, will be emphasized. Course content is not limited to the mentally retarded.

2. Special Education 308 Problems of Social and Emotional Development.

3 credits. The course is intended to provide the basis for behavior management and the individualization of behavior management programs. Operant and respondent theory and intervention strategies are stressed. Examples and content relate to everyday living, especially to the retarded and their work skills and the social skills that relate to work.

3. Child Care 133. Issues in Residential Care for the Severely Retarded.

3 credits. This course will focus on (a) those abilities needed to interact effectively with the severely handicapped such as initiating contact, personal manner, communication, and confrontation, (b) observation skills, (c) general first aid, (d) community resources, and (e) legal rights, mandated services, and advocacy.

4. Special Education 320. Training the Difficult Retardate. 3 credits

The course number represents the practicum component for the first semester. Students will work approximately 20 hours per week in either the ARC-P sheltered workshop or the Woodhaven sheltered workshop. Included in the 20 hours will be a weekly seminar on a variety of topics related directly to the workshop setting.

5. Special Education 301. Curriculum Adjustment in Special Education.

3 credits The course will stress programming curriculum, composing objectives that are long term, and generalization objectives, techniques for moving from objective to objective, maintenance after mastery, rate modification, vocational

diagnosis and vocational curriculum models. To a degree, the course will be a continuation of Special Education 308.

6. Vocational Education 311. Vocational Education for Special Youth.

3 credits. The course will stress the interface between special education and vocational education. Students will be able to list job titles and entry level skills for each job, establish realistic vocational objectives for the mentally retarded and other handicapped persons, modify and adapt vocational learning materials and activities, establish criteria for vocational evaluation and testing, and identify various legislative actions and court decisions involving the handicapped.

Do I Receive A Degree Or Diploma For These Studies?

The student who satisfactorily completes this program will receive a Temple University Rehabilitation Services Supervisor Certificate. However, many of the degree programs at the university will accept these credits toward a bachelor's or master's degree either as electives or in lieu of other departmental requirements. This is done at the discretion of the individual department.

What Is The Cost Of The Program?

The cost of the program is based on the current cost of university credit. (During the 1982-83 school year, tuition was \$91.00 per credit for undergraduate study and \$121.00 per credit for graduate study.) The cost of tuition is subject to change.

Is There Financial Aid Available?

There is a limited amount of tuition remission available through the Developmental Disabilities Center at the present time. Tuition remission covers

a portion of the tuition costs. It is awarded based on availability and prior experience/interest of the student. Full time students are given a priority.

Financial aid is also available to students in the form of bank loans, and federal/state assistance programs. Students seeking financial aid are referred to the Temple University Financial Aid Office.

An increasing number of employers are providing financial assistance to employees interested in furthering their education. Persons currently employed in vocational centers may want to discuss this possibility with their employer.

How Do I Apply For The Program?

Enclosed are the necessary application forms. Please complete them and return to:

Rehabilitation Services Supervisor Program Coordinator
Developmental Disabilities Center
Ritter Hall Annex, 9th Floor
Temple University
13th and Columbia Sts.
Philadelphia, PA 19122

Where Can I Obtain Further Information Regarding This Program?

Either write to the above address or call (215) 787-6570

Respondent's Name _____

Independent Living Training Program Survey

Organization: U of Wash.

RECEIVED FEB 23 1984

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

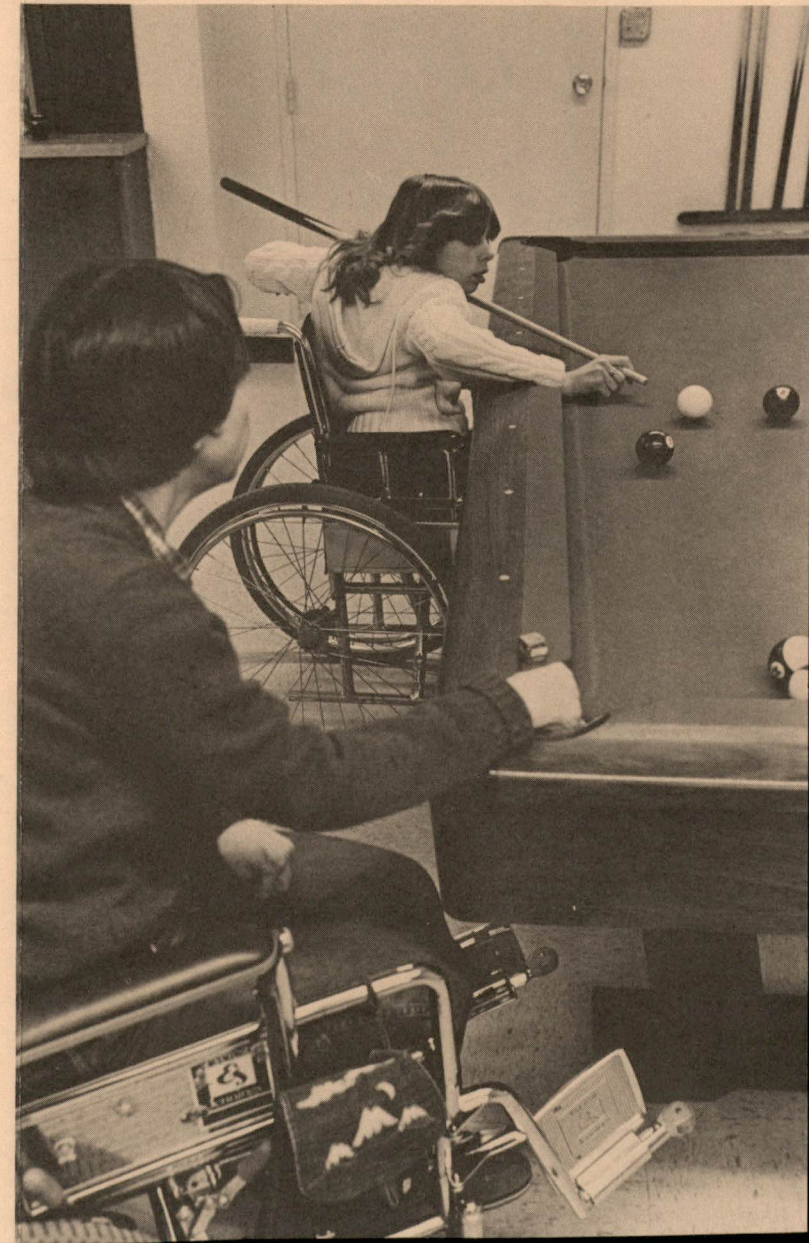
Date: _____

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Intro to Disability Rehab	MSW	see attached course descriptions		20	13%	MSW, social work students
Disability Field Seminar	MSW	" "		45 (15 students per academic quarter)	16%	" " " "
Sexual Implications of Disability	MSW	" "		23	10%	" " " "
Environmental Issues and Disability	MSW	" "		20	10%	" " " "

Disability Concentration



School of Social Work
University of Washington
Seattle, Washington



University of Washington
School of Social Work, JH-30
Seattle, WA 98195

Nonprofit Organization
U.S. Postage Paid
Permit No. 62
Seattle, Washington

The University of Washington provides equal opportunity in education without regard to race, color, national origin, sex, age, or handicap in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

Employment Opportunities

Almost 92% of the School of Social Work's graduates find social work positions upon graduation. A majority of these positions are in the Pacific Northwest. Among graduates who completed course work in the Disability Concentration are a rehabilitation social worker at the U.S. Public Health Hospital, a mental health administrative assistant, and an independent living consultant to the Division of Vocational Rehabilitation. These social workers are responsible for counseling individuals and their families, budgeting and financial planning and personnel management.

For additional information, please write:
University of Washington
School of Social Work Admissions, JH-30
Seattle, Washington 98195

The School of Social Work and its library are accessible to persons with mobility and sensory disabilities.

Purpose

The Disability program is a concentration in the University of Washington School of Social Work. The concentration offers training to MSW students who want to specialize in social services for disabled persons. The concentration also seeks to sensitize a broader group of students and professionals to the needs and circumstances of persons with disabilities and to clarify and develop the role of the social worker in the independent living movement. The independent living movement is based on a multi-faceted concept developed by disabled persons on the principle that they have a right to live more independently with a wider choice of life styles including living arrangements, job opportunities and education.

Academic Program

Students in either the Human Services Track or the Community and Organizational Services Track may choose to use all or some of their electives in the Disability Concentration. Students usually may select from the following elective courses:

Introduction to Disability and Rehabilitation
Sexual Implications of Disability

Field Seminar (This three-quarter seminar is open to students who are in field placements involving work with or on behalf of disabled persons).

Social Policy and Disability

A limited number of traineeships are available to first- and second-year students who participate in the Disability Concentration. These traineeships are awarded on the basis of financial need, commitment to the field of rehabilitation social work, and personal and professional experience with disabilities. A traineeship includes tuition and a monthly stipend. Any student may choose to affiliate with the Disability Concentration by agreeing to a field placement in disability and by taking one disability course or independent study per year plus the ongoing disability field seminar.

Field Placement

All first-year MSW students in the School of Social Work spend two days per week for two quarters in the field. Second-year students spend three days per week for each of the three quarters in the field. Field placements in the Disability Concentration may be direct service or administrative. Students may be placed, depending on their learning needs, in sheltered workshops, speech and hearing centers, mental health centers, child welfare agencies, independent living centers, rehabilitation programs for the blind, hospital rehabilitation units, or administrative departments of city, state and federal government that serve the disabled.

Research

Faculty and students in the Disability Concentration engage in a variety of research activities. These currently relate to topics such as independent living, the interrelationships of the fields of social work and rehabilitation in the provision of traditional rehabilitation services and independent living rehabilitation.

Faculty

Marguerite David, M.S.W., Teaching Associate, Disability Concentration Coordinator.

Peter Jamero, M.S.W., Adjunct Assistant Professor, Project on Disability Consultant.

Services for Students with Disabilities

The School of Social Work building and its library are completely accessible to students with mobility and sensory disabilities. A reading room for disabled students and their adaptive devices necessary for classroom assignments also is located within the building. In addition, the University of Washington maintains an office of Disabled Student Services to assist with any special needs. (Telephone 206-543-9825)

the basic

with disabilities

with disabilities

of this movement is the right of persons with disabilities to live as independently as possible and have access to all the services and life style choices available to non-disabled citizens.

possible

all the

services

and life style choices

available

to non-disabled citizens.

University of Washington
SCHOOL OF SOCIAL WORK
DISABILITY CONCENTRATION

The School of Social Work, University of Washington, has received funding from the Department of Education, Rehabilitation Services Administration, to establish a training program in rehabilitation social work. The Project has been approved for a five year period, but is renewable annually. The program is known as the Project on Disability.

Goals of the Project

The primary purpose of the Project is to train social workers who will be skilled in the delivery of independent living rehabilitation services to severely disabled clients. Additional goals of the Project are to: (1) Coordinate a Disability concentration within the School of Social Work; (2) Examine and help determine the role of social work within the evolving concepts, philosophy, and process of independent living rehabilitation (ILR); (3) identify short-term and long-term training implications for rehabilitation social work, and (4) conduct research on the interrelationships of the fields of social work and rehabilitation in the provision of (a) traditional rehabilitation services, and (b) independent living rehabilitation.

Consistent with the philosophy of independent living, involvement of disabled persons will be essential to the implementation of Project goals. The Project will undertake special efforts to recruit disabled students, and an ongoing liaison will be maintained with the disabled community, locally and nationally. An advisory committee, primarily composed of disabled persons, will assist in ongoing evaluation of the Project.

Traineeships

A limited number of traineeships are available to students, both 1st and 2nd year trainees. These traineeships are awarded on the basis of: 1) financial need, 2) commitment to the field of rehabilitation social work, 3) experience with disabilities, 4) agreeing to a disability field placement, and 5) taking one disability course or independent study per year (or an approved substitute from another department), plus the ongoing disability seminar.

Disability Curriculum

The Project currently offers one course per quarter, plus the disability seminar offered every term. Last year we offered:

1. Introduction to Disability and Rehabilitation (3 cr)

This is an overview course which focuses on the physiological, psychosocial, economic and environmental impact of disability. It is intended to address the needs and circumstance of disabled people living in a society geared to non-disabled. The independent living needs of persons with severe disabilities will be emphasized. A broad range of issues will be covered. Among these are: physiological aspects of various disabilities; psychological and adjustment problems of the disabled; social aspects including interaction between the disabled and the able-bodied; legislation and social policies pertinent to the disabled; and the environmental and service needs of the disabled. The

role of social work within the rehabilitation field will be discussed with the view of the client as co-manager in his/her rehabilitation. Time will also be spent on the development of practical skills useful for assisting disabled people.

Format will include lecture, discussion, guest speakers, audio-visual media, and in-class exercises. It is a useful basic course for students who do not plan to specialize in this area, but who will encounter disabled people -- and the related issues -- both professionally and personally. It is good preparation for students who plan to take more specialized courses in disability. Strongly recommended for Project on Disability students.

2. Sexual Implications of Physical Disability (3 cr)

Explores sexual needs and alternatives for the disabled within the context of human need for intimacy. Sexuality is discussed as body image, social skills, psychological adjustment, self-concept, and physiological responses.

3. Environmental Issues and Disability (3 cr)

Gives social workers a background in the development of legislation, policies and agencies affecting the disabled, and the role social workers can play in developing policy alternatives for the problems of the disabled. Special emphasis on income maintenance, disincentives to employment, vocational rehabilitation, private and public service networks for the disabled, transportation, attendant care, accessibility, etc.

4. Field Seminar in Disability

Designed for 1st and 2nd year students (both HS and COS and non-majors) who have practicums working with or for disabled persons. The purpose is to provide consultation to each other on specific cases or practice situations, focus on specific issues in the field or rehabilitation social work, share information on events and programs in the disabled community, and participate in planning project activities. Students will be expected to participate in the planning of the seminars and faculty discussions. Guest speakers, field supervisors, alumni, films and field trips will be used in the format. Required for all POD stipended students.

5. Field Practicum

First and second year students may arrange field practicum experiences through the Project, choosing from existing field placement sites, or in some cases developing placements suited to their individual learning needs. A few examples of placements that have been used by Human Services students are: UW Child Development and Retardation Center, State Division of Vocational Rehabilitation, Rehabilitation units at VA Hospital, Public Health Hospital and Harborview Hospital. Other settings include sheltered workshops, speech and hearing centers, services for the blind, and special education services. COS students have been placed at the Governor's Committee on Employment of the Handicapped, the Handicapped Services Division of the Seattle Department of Human Resources, and Independent Living Project of Community Home Health Care and others. New placements focusing more on independent living will be developed.

Special Programs and Activities

The Project sponsors educational programs for the School and the larger community on rehabilitation and independent living topics of current interest. These activities have placed increasing emphasis on independent living rehabilitation issues such as personal counseling, physical rehabilitation, attendant care, housing, transportation, recreational activities, and advocacy services. Students are encouraged to participate in the planning of these activities.

The Project maintains a resource library of current materials on psychosocial, physiological policy issues and research in the rehabilitation field. As of this year most books and monographs from our collection are now housed in the School of Social Work Library. Our Project and the Social Work Library cooperate to continuously expand the collection of key materials pertaining to disability and independent living. Additional resources are available from the Suzzallo Graduate Library and Health Sciences collections. Feel free to drop by our resource room and browse.

Project Faculty

Marguerite J. David, MSW, Project Coordinator, Faculty Associate

Peter Jamero, MSW, Project Consultant, Adjunct Assistant Professor of Social Work, and Assistant Professor Department of Rehabilitation Medicine.

Project on Disability
School of Social Work, JH-30
University of Washington
4101 15th N.E.
Seattle, WA 98195

Coordinator's phone number: (206) 545-1672

MJD/h
7/82



RECEIVED FEB 22 1984

REHABILITATION RESEARCH & TRAINING CENTER
Department of Orthopaedics and Rehabilitation
University of Virginia Medical Center
Box 426
Charlottesville, VA 22908

Robert E. McLaughlin, M.D., Director
A. Bennett Wilson, jr., Ass't. Dir.

February 15, 1984

Mr. Lex Frieden
Independent Living Research Utilization/TIRR
P.O. Box 20095
Houston, Texas 77225

Dear Lex,

We have your questionnaire re the "Independent Living Training Program Survey", but because our center is concerned only with patients with low-back pain and patients with arthritis I believe that none of the training programs we offer or plan to offer should be included in your survey.

If you want to discuss this further, don't hesitate to call.

Sincerely,

A. Bennett Wilson, jr.

ABW/saa

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Respondent's Name MIKE JONES
Organization: RT CENTER ON IL, U. OF KANSAS
Date: 2/17/84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
① ADAPTIVE DESIGN FOR THE PHYSICALLY HANDICAPPED	BA	DESCRIPTION ATTACHED	\$3,000.	20	Ø	INDUSTRIAL/INTERIOR DESIGN STUDENTS
② METHODS OF ENVIRONMENTAL EVALUATION	BA	DESCRIPTION ATTACHED	\$3,000.	15	Ø	INDUSTRIAL/INTERIOR DESIGN STUDENTS
③ ENVIRONMENTAL DESIGN: BARRIER-FREE DESIGN	BA	DESCRIPTION ATTACHED	\$1,500.	40+	Ø	INDUSTRIAL/INTERIOR DESIGN STUDENTS
④ INDEPENDENT LIVING AND HUMAN SERVICES	MA/Ph.D.	OVERVIEW OF IL & ITS IMPLICATIONS FOR HUMAN SERVICES	?	? - WILL BE OFFERED FALL, 84		PSYCHOLOGY, SOCIAL WELFARE, SPECIAL ED. HUMANITY DEVELOPMENT
⑤ WORKING WITH PARENTS OF DISABLED CHILDREN & YOUTH	MA/Ph.D.	DESCRIPTION ATTACHED	\$2,000.	26	Ø	SPECIAL ED, HUMAN DEVELOPMENT
LEY, THESE COSTS ARE BASED ON % OF TIME FOR PERSONNEL. THEREFORE VERY ROUGH ESTIMATES.						

#1

RECEIVED FEB 23 1984

Environmental Design: Adaptive Design for the Physically Handicapped

Prerequisite: Junior standing in the Department or permission of the instructor.

Credit Hrs: 3.00 Time: 1:00-5:20 MTWRF Date: 06/08 -- 07/02

This course is intended to give students in design training and experience in designing adaptive equipment for physically disabled individuals. The course will consist of lectures, directed readings and actual field experience. Lecture and reading materials will introduce students to the special needs of the disabled consumer, the nature of disabilities, and the role of design in helping to meet these needs, as well as a review of existing adaptive equipment and equipment design procedures.

The field experience will involve pairing students with a health care professional (physical therapist or occupational therapist) to design adaptive equipment for a specific disabled individual. This equipment will include wheelchairs, positioning devices and self-care (e.g., feeding) aids. Through this experience, students will learn to work with other professionals in developing a viable design solution for a particular problem.

#2

RECEIVED FEB 23 1984

Environmental Design: Methods of Environmental Evaluation

Prerequisite: ABDS 207, may be taken concurrently, or permission of instructor

Credit Hrs: 3.00 Time: 1:00-5:20 MTWRF Date: 07/05 - 07/30

The purpose of this course is to provide design students with training and experience in conducting quantitative evaluations of various aspects of the environment. Evaluation is viewed as an essential step in the design process in terms of specifying the design problem, selecting the most viable design solution, and documenting the effectiveness of the final design product. Although this course will concentrate on evaluation of the total environment, the knowledge gained by students should be applicable to various fields of design (e.g., interiors, product design).

The course will consist of lectures, directed readings and actual field experience in which students will employ various evaluation procedures. The lectures and readings will include the following topics: 1) an overview of the environment-behavior relationship, i.e.: the manner and extent to which behavior, activities and events are influenced by the environment; 2) an overview of measurement procedures, including direct and indirect measures of behavior and activities, and physical measurement of the environment; 3) a review of existing evaluation procedures. After this review, students will develop and field-test protocols for conducting evaluations in various settings. These evaluation protocols will consist of both descriptive measures of the setting (e.g., its physical and "program" characteristics) and direct measures of the inhabitants' activity in the setting. Students will be expected to collect and analyze evaluation data, prepare the results of evaluation for class presentation, and prepare a "consultant's report" suggesting design solutions for improving the function of the setting.

#3

RECEIVED FEB 23 1984

7. DISCIPLINES OF TRAINEES:

Discipline/Background	#Participants	# Disabled	# Non-Disabled
students in:			
Architecture	1	0	1
Interior Design	6	0	6
Industrial Design	12	0	12
Total Participants	19 / SEMESTER	0	19

8. INSTRUCTOR(S):

Michael Jones, M.A.	Human Development
Richard Branham, M.A.	Design

9. DESCRIPTION AND OBJECTIVES:

The course unit on barrier-free design comprised one-fourth of an undergraduate course on environmental design. Through readings, class lectures and discussion, and experiential exercises, students learned the potential importance of design to persons with disabilities. Readings and lectures reviewed the most recent research and applications of design to the independent functioning of disabled persons in the home, the workplace and the community. Experiential exercises provided students with the opportunity to evaluate (from the perspective of a disabled person) and make recommendations for improving the accessibility and usability of various "barrier-free" buildings on the university campus.

10. NEW KNOWLEDGE AND IMPLICATIONS:

Course contains new knowledge based on RTC research findings:
 Yes _____ No X. If yes, explain with reference to specific project:

In future offerings, this course will contain material related to R-13.

Course content implies policy change of rehabilitation method or service delivery: Yes _____ No X. If yes, explain with reference to specific project:

In future offerings, this course will contain material related to the proposed project, "Eco-behavioral Assessment: The Development of Protocols for Evaluating Setting Access and Utilization by Disabled Individuals."

Course content implies policy change of rehabilitation method or service delivery: Yes _____ No X. If yes, explain with reference to specific project.

#5

RECEIVED FEB 23 1994

7. DISCIPLINES OF TRAINEES:

<u>Discipline/Background</u>	<u>#Participants</u>	<u>#Disabled</u>	<u>#Non-Disabled</u>
Students in:			
Special Education	23		23
Human Development	<u>3</u>		<u>3</u>
Total Participants	26		26

8. INSTRUCTOR(S):

Ann P. Turnbull, Ed.D., Special Education

9. DESCRIPTION AND OBJECTIVES:

This graduate level course is offered through the Department of Special Education. The primary objective is to discuss issues related to effective working relations with parents of disabled children; the content covers areas of competency and professional etiquette required by special educators. The topical outline for the course includes:

- Historical overview of parent involvement
- Impact of the disabled child on the family
- Family adjustment and adaptation
- Family structure, function and life cycle
- Legal issues associated with parent involvement
- Ethics in parent-professional relationships
- Community resources
- Communication skills
- Conducting parent-teacher meetings
- Conducting the IEP conference
- Parent training
- Organizing a parent program

10. NEW KNOWLEDGE AND IMPLICATIONS:

Course contains new knowledge based on RTC research findings:
 Yes x No _____. If yes, explain with reference to specific project.

Course incorporated information derived from work
 with families of disabled persons (R-2 and R-8).

Course content implies policy change of rehabilitation method
 or service delivery: Yes _____ No x. If yes, explain with
 reference to specific project.

Respondent's Name A Peckham

Independent Living Training Program Survey

RECEIVED FEB 23 1984

Organization: Case Western Reserve Univ

Date: 2/21/84

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
- none offered in program in my area I am not ^{aware} certain of other programs in our university						



THE UNIVERSITY OF KANSAS

REHABILITATION PSYCHOLOGY

A Specialty of the Clinical Psychology Program
409 Fraser Hall
Lawrence, Kansas 66045-2160
(913) 864-4121



February 13, 1984

TO: Lex Frieden

FM: Charles Hallenbeck, Director Rehabilitation Subspecialty

RE: Attached letter

None of our courses deal with the independent living aspect of rehabilitation as such, so we have not answered the survey. However, please feel free to contact us in the future if we can be of any other help.

jms

Respondent's Name Don E. BrohmOrganization: Univ of Mo - ColumbiaDate: 2/15/84

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
INTRODUCTION TO REHAB SERVICES	BEa	Hx, philosophy, nature, legal.		100	5%	Ugds in counseling (some in rehab).
FCD EXPER	BEa	Practical applic.		3-5		Ugds in Rehab
INDEP STUDY	BEa MED	Literature review, site visitations special project		2-4		" " " " or Master in Voc Eval
INTERNSHIP	BETD	Practical applic.		3-4		Ugds

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

As speakers to class on IL

As field experience, indep. study, + internship site supervisors

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

Not much. I had a staff member with severe disability work with me on LCD Project and the Natl RTC in IL which I applied for + came in #2.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

I think this should be a concern! The area of IL was founded on the premise that the existing bureaucratic process + its professionals did not meet the needs of these individuals + yet! I sense IL swinging more + more in this direction!

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

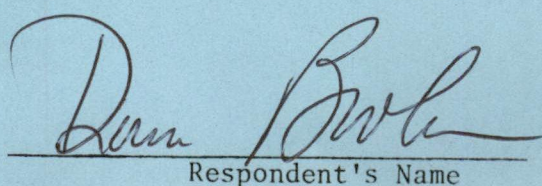
I agree wholeheartedly — to sensitize future "professionals" to the real needs + the human aspects rather than the technical + "professional"

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

N/A

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

I would if I had pertinent info / re what/how it needs to be done!



Respondent's Name



UNIVERSITY OF MISSOURI-COLUMBIA

February 15, 1984

College of Education

Department of
Educational and Counseling Psychology
14 Hill Hall
Columbia, Missouri 65211
Telephone (314) 882-6523

Lex Frieden
Independent Living Research Utilization
P.O. Box 20095
Houston, TX 77225

Dear Lex:

Just received your request so will fire it back to you. Glad you are continuing your important leadership efforts. We are heartened here that Opportunities Unlimited will get three more years of funding.

Keep up the excellent work.

Sincerely,

Donn Brolin
Professor

DEB:nz

enclosures

Respondent's Name DR. VINCENT A. SCALIA

Independent Living Training Program Survey

Organization: University of Northern Colorado

Date: 2-13-84

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
INDEPENDENT Living in Rehabilitation	MA, BA.	INDEPENDENT living concepts, Applied RESEARCH, understanding of skills, devices & Aids	Tuition	24-30	15-18%	Student - both graduate and undergraduate

Respondent's Name DR. VINCENT A. SCALIA

Independent Living Training Program Survey

Organization: Region VII RCEP - University of Northern Colorado

Date: 2-13-84

Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Establishing and Conducting Community Based Attendant Care Programs	Continuing Education RCEP	management and resource utilization	no cost	24	15-18%	VR supervisors, ILP managers

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Programs are designed based on information or skills that are needed. Instructors are selected first by who has the most appropriate training. We attempt to put together the best possible program. If a person has or doesn't have a disability is irrelevant to their teaching ability.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

The planning of the material includes disabled consumers and professionals as much as possible. The primary concern is first for a quality program, again people are not included simply because they are disabled.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

I disagree, professionalization will serve to solidify a base for independent living. Any push to disassociate with the professionals would be a disservice to our publics.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

I prefer to see applied courses as requisites. History & philosophy can be included in the basic Intro to Rehab course. Give the students practical skills and information to use on the job.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

N/A

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

at this time we are overloaded with the courses we have. Additional courses are not feasible and may be counterproductive we already have a 90 quarter hour masters.

Vincent G. Scaku
Respondent's Name

Respondent's Name Holly Elliott, M.S.

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Organization: ILS LANGUAGE LAB - SCHOOL OF ED.
SAN FRAN. STATE UNIVERSITY

RECEIVED FEB 24 1984

Date: 2-15-84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Couns/SpEd 794 Orientation-Deaf Adults (1 unit)	MA	Training of ILS Specialist in Area of Deafness	CA.	12	3	Student of Rehab. Counselor or Deaf Education
Couns/SpEd 795 Comm. & Prof. Interaction/Deaf Adults (2 units)	MA	"	residents	12	3	"
Couns/SpEd 796 Assessment/Deaf Adults (3 units)	MA	"	1-5 units	12	3	"
Couns/SpEd 797 Planning/Deaf Adults (2 units)	MA	"	6 units	12	3	"
Couns/SpEd 798 Instr/Couns/Deaf Adults (3 units)	MA	"	or more	12	3	"
Couns/SpEd 799 Evaluation/Deaf Adults (1 unit)	MA	"	\$345	12	3	"
			out of state <u>add</u>			
			\$117/unit			

1/84

© ILRU Project
Houston, Texas

INDEPENDENT LIVING SKILLS LANGUAGE LABORATORY
SCHOOL OF EDUCATION
San Francisco State University
1600 HOLLOWAY AVENUE
SAN FRANCISCO, CALIFORNIA 94132

Independent Living Training Program Survey
Page 2

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Coordinator of program is deaf.

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

Advisory committee about 1/3 deaf.

Coordinator also helped plan curricula and course material.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

Have not heard that.

That is not my experience.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

Agree. Also include history and cultural heritage about deafness (which is more culturally oriented than other disabilities.)

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

Certificate in ILS follows successful completion of 12 unit course.

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

Our curriculum will be available for dissemination in August 1984.

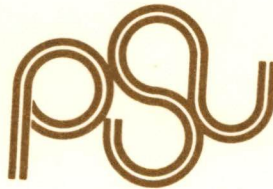
Holly Elliott
Respondent's Name

PORTLAND
STATE
UNIVERSITY

REGIONAL
REHABILITATION
RESEARCH
INSTITUTE

mailing address:
p.o. box 751
portland, oregon
97207

street address:
1912 S.W. 6th
portland, oregon
(503) 229-4040





TO: Rehabilitation Educators Involved in Independent Living Training

FROM: Lex Frieden *LF*

SUBJECT: Assistance Needed

DATE: January 24, 1984

I have been asked to prepare an article related to independent living and rehabilitation education for the NCRE newsletter. I believe this article can provide valuable information to people in both the rehabilitation education and independent living fields if it is based on current data. Consequently, I am requesting your assistance in completing the attached survey instrument.

I believe the survey instrument is self-explanatory. Please provide information about all of the courses or training programs which you are involved with that focus on independent living. If only a portion of the course or program is related to independent living, please indicate by appropriate notation. This instrument is designed to produce generally descriptive, non-scientific data, so approximate responses are useful. If there is a need to copy the response form in order to provide additional data, please do not hesitate to do so. If course descriptions or brochures are conveniently available, please enclose them with the survey form when it is returned. I would like to have the completed survey forms returned to me by February 20.

I really appreciate your assistance with this project. I anticipate that the results of this survey will be published in April or May. If you have any questions about this instrument or the survey, feel free to call me.

Dr. Frieden - This Research Institute is associated with the school of social work at Portland State but we do not offer coursework. There are five separate projects housed under the Research Institute for Human Services, each supported by grants from county, state, federal or private agencies. There is no rehab dept. on campus, only the Regional Rehab Research Institute.

LF:rms

Attachments

Respondent's Name William H. Knight, Ph.D.

Organization: Appalachian St. University

Date: 2-30-84

Independent Living Training Program Survey

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

RECEIVED FEB 24 1984

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Psychosocial and Medical Aspects of Disability	MA	Generally deals in chronic, longterm medical conditions	\$45.00	15	< 5%	Graduate Student
Rehabilitation Services	MA	Services both public and private available to handicapped persons	\$45.00	12	< 5%	" "

Dr. William H. Knight



Appalachian State University
Boone, North Carolina 28608
Department of Psychology

Rehabilitation Administration

McLaren College of Business Administration
Campion Hall, San Francisco, CA 94117

USF 
University of San Francisco

Respondent's Name ROBERT J. SMITH

Independent Living Training Program Survey

RECEIVED FEB 24 1984

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225Organization: UNIVERSITY OF SAN FRANCISCODate: REHABILITATION ADMINISTRATION MANAGEMENT TRAINING

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
1. STRATEGIC PLANNING	MA	ADMINISTRATION AND MANAGEMENT (PRACTICAL HANDS- ON WORK)	VARIES	20	60%	ILP MANAGER ILP BOARD MEMBER
2. CRT ACCREDITATION				25		ILP MANAGERS
3. PROGRAM EVALUATION				25		ILP MANAGERS
4. MANAGER TRAINING INSTITUTE				70		ILP MANAGERS

Respondent's Name _____

Independent Living Training Program Survey

Organization: _____

Date: _____

Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
1/84 © ILRU Project Houston, Texas						

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

TOTALLY INVOLVED

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

TOTALLY INVOLVED

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

LACKING IN REALITY - ILP'S ARE A
SIGNIFICANT SERVICE MODIATY

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

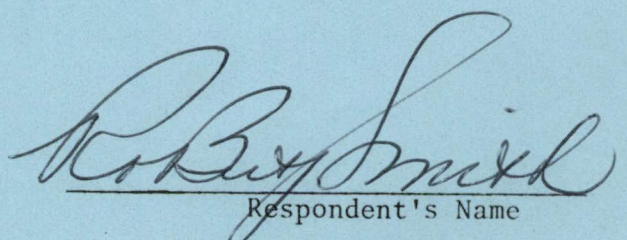
A MUST! ESSENTIAL TO UNDERSTANDING
THE MOVEMENTS GOALS/OBJECTIVES, ACHIEVEMENTS
AND THE NEED FOR ILP'S AS A SERVICE
MODIATY

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

SEE ENCLOSURE

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

IN PROCESS... INFORMATION NOT CURRENTLY
AVAILABLE.


Respondent's Name

Meet Your Colleagues

M.R.A. students work as mid-level managers, executive directors, and administrators in public and private rehabilitation facilities, hospitals, professional organizations, government agencies, and industry.

M.R.A. students come from all across the United States and other countries.

The M.R.A. program has a history of participation by disabled, minority, and women students.

M.R.A. graduates have become employed in all types of human service programs, and some have started their own agencies following graduation. Some have moved into totally different areas of rehabilitation.

Some M.R.A. students pursue the M.R.A. degree as a second Master's.

Goal and Design of M.R.A.

The M.R.A. (Master of Rehabilitation Administration) program is a practical, applied-oriented graduate education program designed for working rehabilitation managers. The goal of the M.R.A. program is to advance students' learning in both business management and rehabilitation, and promote each student's personal growth as a manager for the enhancement of services to handicapped people. The M.R.A. program aims to build in its students a spirit of humanistic management professionalism. Students comment that the program exceeds their expectations for instructional excellence and esprit de corps in graduate education.

The M.R.A. program is designed to meet the special needs of working rehabilitation managers. Through a combination of six 8-day campus terms spread over 18 months, field consultation, and independent study, M.R.A. students gain firm foundation in theory made useful through practical application on their jobs.

Independent Study

After most of the required course and fieldwork is complete, the student designs a major independent study project. Campus, field, and independent study all allow flexibility for students to learn in areas in which they feel the greatest need. Students are expected to complete the full M.R.A. program within 30 months.

M.R.A. Faculty

The M.R.A. faculty consists of expert rehabilitation managers, practitioners and educators from all over the country. The program uses many training consultants in special topic areas. The M.R.A. faculty brings years of experience to the program. Campus and field components allow for maximum exchange among faculty and students, both in and out of the classroom.

Program Facts

Admission Requirements:

- Bachelor's degree
- Current rehabilitation employment that allows for completion of fieldwork. (The program does allow students to change jobs while enrolled.)
- 3 years work experience in rehabilitation; 2 years work experience in an administrative or management position. (The program does accept persons in lower and middle management positions.)

The M.R.A. program is a 34 semester units program. A class of 20-22 students begins each July.

There are no direct scholarships for the program, but federal loans are available. Students are frequently granted paid educational leave time from their employers to attend the six 8-day campus sessions. Some students have secured loans from their employers and/or receive partial reimbursement for travel and living expenses.

Students frequently save housing costs while attending campus sessions by sharing rooms while in San Francisco. Low-cost housing is available on campus.

The M.R.A. program is partially supported by a grant from the Rehabilitation Services Administration, Department of Education.

Field Component

Each student is assigned a field coordinator who serves as advisor, advocate and consultant. With the field coordinator, the student identifies and designs appropriate fieldwork (application of

campus learning) based on individual learning needs and career plans. This fieldwork is carried out on the job, and the field coordinator visits the student's organization as part of advisement.

Campus Instruction

Campus terms run Saturday through Saturday. The 8-day campus sessions begin at 12 noon the first Saturday and end at 12 noon the second Saturday. Sessions include campus instruction, study groups, tutorials, technical assistance, field trips, and individual study. There are some expected or suggested readings. The amount of preparation for courses is based on each person's experience in each subject.

Course Offerings

Theory & Practice in Management
Financial Management
Management Information Systems
Human Resources Management
Philosophies Practiced in Rehabilitation
Rehabilitation Service Systems
Management
Program Management: Physical Disabilities
Program Management: Behavioral Disabilities
Marketing & Community Relations in Rehabilitation
Legislation & Government in Rehabilitation
Facility Issues for Managers
Communications in Management
Economics & Quantitative Measurements
Independent Study Project
Thesis

To Apply

To receive an application packet for the M.R.A. program, with current tuition rates and other details, simply complete and return the attached form. For further information, write to: M.R.A. Program, Campion Hall C-4, Rehabilitation Administration, McLaren College of Business Administration, University of San Francisco, Ignatian Heights, San Francisco, CA 94117, or call (415) 666-6333. Thank you for your interest in the M.R.A. program.



*Address Correction Requested
Return Postage Guaranteed*

M.R.A. Program, Campion Hall C-4
Rehabilitation Administration
McLaren College of Business Administration
University of San Francisco
San Francisco, CA 94117

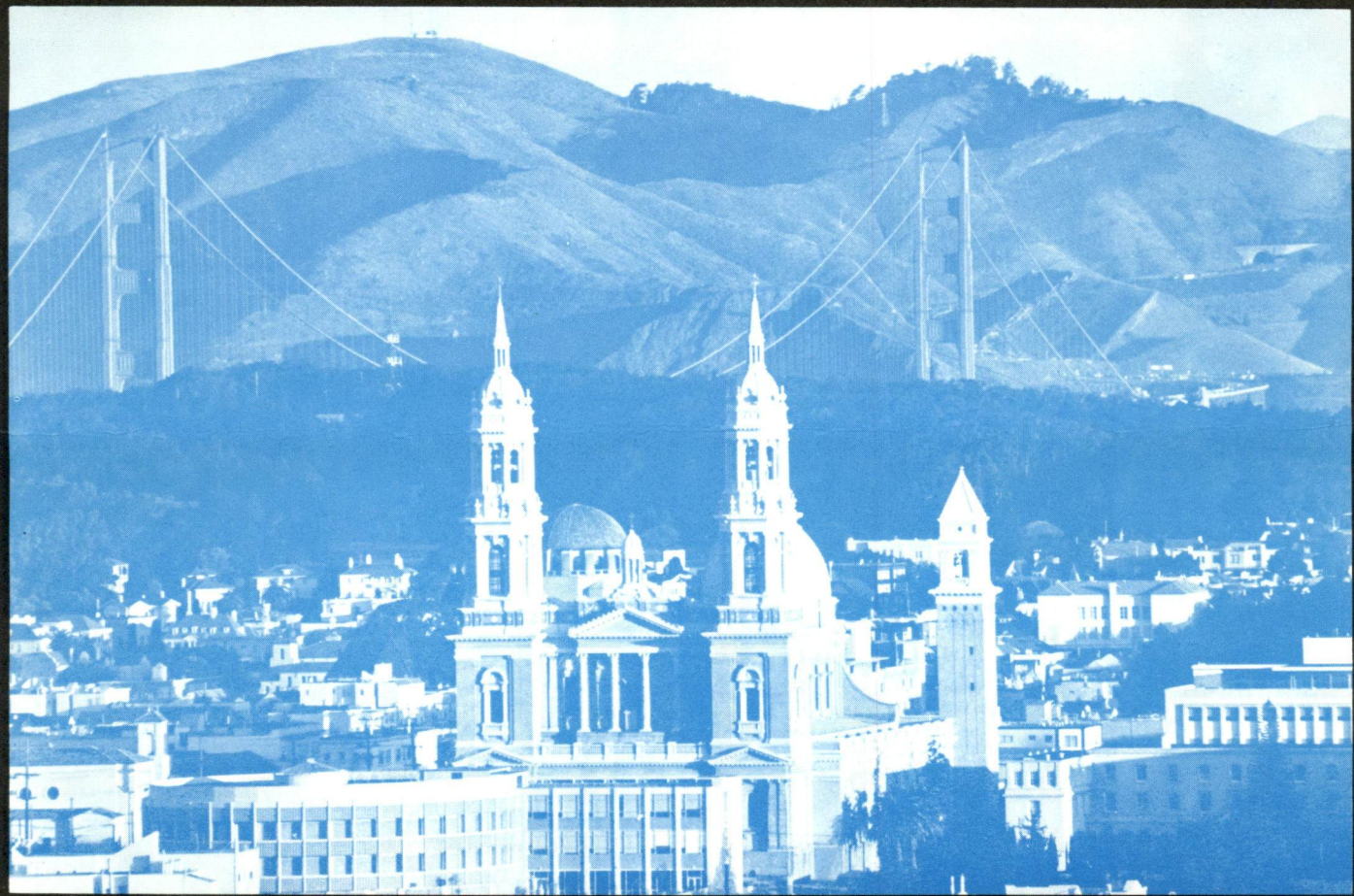
Non-Profit Organization
U.S. Postage
PAID
San Francisco, CA
Permit No. 1908

Master of Rehabilitation Administration

M.R.A.

A Graduate Education
for Working Managers
in Rehabilitation





Name _____ Job Title _____
Last First

Facility/Agency Name _____

Street Address or P.O. Box _____

City/State/Zip _____ Telephone _____

- ☐ Please send me an application packet for the M.R.A. program
- ☐ Please send me a list of former M.R.A. students whom I may contact for a "student's" view of M.R.A.
- ☐ Please send me information about USF's Short-term Training Institutes in Rehabilitation Administration.

How did you first hear about the University of San Francisco's Rehabilitation Administration Department?

- ☐ this brochure
- ☐ previous literature
- ☐ from employer
- ☐ from friend/co-worker
- ☐ advertisement
- ☐ attended Short-term
Training Institute
- ☐ conference/convention

Complete the above form and mail to: M.R.A. Program, Campion Hall C-4, Rehabilitation Administration, McLaren College of Business Administration, University of San Francisco, Ignatian Heights, San Francisco, CA 94117.

January, 1983

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION

Division of Special Education and Rehabilitation

805 S. CROUSE AVE.
SYRACUSE, NEW YORK 13210

Respondent's Name

Stephen Murphy

Organization:

Syracuse University

Independent Living Training Program Survey

RECEIVED FEB 24 1984

Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Date:

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
1. Intro to Rehab.	BA/MA	Overview of history, philosophy, development, procedures, etc	\$190 per credit	25	10-15%	Undergrad student
2. Nature of Voc Rehab	MA/Ph.D.	Same as above but more emphasis on Rehab counselor function	"	18	10-20	graduate student
3. Soc + Psych Aspects of Disability	MA/Ph.D.	Social, psych, economic, political, ethical, familial + phenomenological aspects of being disabled	"	25	15-20	grad students, teachers, community professionals
4. RCE 503	Undergrad. Student	Field Work in human service agencies including ILTP called ARISE	total "	7-10	5-10	Undergrad Rehab majors
5. RCE 700	graduate internship	Internship in Rehab at Area human service agencies including ARISE (see above)	"	10-15	10	graduate students in Rehab counseling

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

In at least 25% of the ^{department} courses persons with disabilities serve as presentors and panel members

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

Persons from the local ICP (ARISE) plan a module for a course I teach. I think this is the only course where this is done in an department.

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

I think that this has already occurred and is in part a function of a) our continued reliance on "expert conceptions" in the field of rehab which are mostly unwarranted + unproven and b) the control of ICP by the gov't arm of OVR.

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

ICP is as much a part of the growth of the field of rehab and societal policy toward persons with disabilities as OVR and therefore should be included as integrally in the curriculum with differences in history + philosophy duly noted.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

Currently the Rehab graduate + undergrad programs stress ^{fully} integrated services, facilities and programs for persons with disabilities. We offer a number of different tracks ranging from clinical-instruction for persons with severe disabilities to counseling to advocacy. Students select the latter may take their field work/practice at the local ICP, the Center on Human Resources at SUNY at Albany. Stephen T. Murphy
Respondent's Name

Respondent's Name _____

Independent Living Training Program Survey

Organization: _____

Date: _____

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION · DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING · MICHIGAN · 48824-1034

February 20, 1984

Lex Frieden
Independent Living Research Utilization
P.O. Box 20095
Houston, Texas 77225

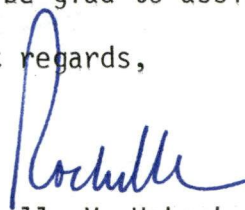
Dear Lex,

Enclosed is the compilation of information from our rehabilitation counseling program that you requested for your survey. The article you will prepare for the NCRE newsletter will be very helpful. There has been too little discussion and implementation of IL among the RCE network.

I understand that Geb Blom has already returned his copy of the survey to you which covers our class in Psychosocial Aspects of Disability. Therefore, I have not added to the comments here. However, I would note that our use of consumers as expert resources interspersed throughout the course and the textbook by DeLoach and Greer have given a distinct tone to the class this year. I personally am pleased with the lively discussion and critical consideration of clinical approaches, advocacy approaches and the like. It has convinced me that it is possible and desirable to merge these concepts of IL philosophy and traditional rehabilitation process throughout the curriculum, however difficult that might be.

If you have further questions, we will be glad to assist.

Best regards,



Rochelle V. Habeck, Ph.D.
Assistant Professor

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION
EAST LANSING, MICHIGAN 48824-1034

Respondent's Name Galvin, Tate, Smith, Habeck

Independent Living Training Program Survey

Organization: MSUDate: February 20, 1984

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Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and manage- ment, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Development of Counseling Services	M.A.	Policy Issues Management Systems, supervisory Techniques Program proposal writing	165.00	80	5-10%	Graduate Student Rehabilitation Counselor Vocation Evaluations School Counselors
Contemporary Rehab.	Ph.D.	Current Issues & Trends in Field independent living as one unit	165.00	6	5-10%	Doctoral Students
Independent Living Rehabilitation	M.A.	IL history, movement, model of services and issues	165.00	14-15	5-10%	Graduate students rehab. counseling, special educ.; social work and nursing.
Introduction to Voc. Rehabilitation	M.A.	Legal Basis Scope of Rehabilitation Scope of Practice History of Rehab. Focus on IL Perhaps is 5%-10% of content	165.00	14-20	5-10%	Graduate students rehab. counseling, special educ; social work and nursing.
Psychosocial Aspects of Disability	M.A.	Counseling, advocacy, treatment environments, social change, personal adjustment, sexuality	165.00	14	5%	graduate students in rehab, counseling, special education, educational psychology

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?
DT • A panel of disabled persons discussed independent living issues from their own perspective during one of the lectures of the IL course. Also service providers from IL centers who are disabled spoke to students.
DG • We use disabled persons as members of the simulated "funding body" which reviews team proposals ala a hearing format.
2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?
DT • Initial advice for course planning and curricula was sought from two outstanding disabled professionals (one at a local level and one at the national level)
DG • Limited involvement in my courses; the independent living topic constitutes only 15% of course content. We have mainstreamed the topic into several courses while also offering one course on the subject.
3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?
DT • I think that that is a legitimate concern that has to be met with better training and awareness for potential disabled professionals.
DG • Agree with above. As labor market has declined students with advanced degrees are seeking and sometimes finding employment in Independent Living Centers. The centers have begun to look for degreed staff - perhaps due to funding agency requirements or subtle pressure.
4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?
DT • I support it entirely.
DG • As a Rehab. Educator however I need to qualify this response by pointing out that our curriculum is dedicated by C.O.R.E. and R.S.A. We already offer a 72 hour two year degree - the most extended M.A. degree awarded by our college. Since our own Independent Living course is an elective - at this point it could be very difficult to add it as a required course however we might agree with that option.
5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.
Only independent living courses.
6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.
None

Denise Tate, Don Galvin
Respondent's Name

Respondent's Name GASTON E. BLOM

Independent Living Training Program Survey

Organization: UNIV. CTR. INT. REHAB., DEPT. COUNSELING, SCHOOL PSYCHOLOGY

Date: 2/15/84

AND SPECIAL EDUCATION

Please return to:
Lex Frieden
ILRU/TIRR
P.O. Box 20095
Houston, TX 77225

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
PSYCHOSOCIAL ASPECTS OF DISABILITY	MA, PH.D.	1-2 SESSIONS ON IND. LIVING, COPING, COMMUNITY RESOURCES, ADVOCACY, ETC, IN GENERAL AND WITH SPECIFIC DISABILITIES	3 HRS 1 TERM \$180 in state graduate student \$75 noncredit	20	10%	VR COUNSELOR (mostly) SPECIAL ED SOCIAL WORK SPEECH + HEARING PEDIATRIC RESIDENT PSYCHIATRIC RESIDENT

G. E. Blom, M.D.
MICHIGAN STATE UNIVERSITY
UNIVERSITY CENTER FOR
INTERNATIONAL REHABILITATION
513 ERICKSON HALL
EAST LANSING, MICHIGAN 48824-1034

RECEIVED FEB 22 1984

1. To what extent are disabled people involved as instructors, consultants, presentors, or panel members for courses or training programs which you now conduct in the area of independent living?

Presenters and Consultants in relation to independent living and the insider perspective - for 2 to 3 sessions / term

2. To what extent were disabled people involved in initiating and/or planning curricula or course material which you now use in the area of independent living?

To some extent through discussion and suggestions

3. What are your feelings about the concerns expressed by some consumer leaders that the area of independent living may soon be compromised and institutionalized by over-professionalization?

Professionals who also happen to be disabled can be helpful
However, control should still be with consumers and professional consumers

4. What are your feelings regarding the belief by some rehabilitation educators that courses on the history and philosophy of independent living should be requisite in the curricula of any rehabilitation related degree program?

Should be in the curriculum (Required) as part of a course such as psychosocial or highly recommended as an independent course.

5. If your organization or institution offers a degree, specialty, or other certification in the area of independent living, please provide pertinent details.

no

6. Please provide information about any plans which you may have to offer new courses, degrees, specialties, or other certification in the area of independent living.

I am a consultant to residential independent living facility. I am also doing a research project on the nature of coping and competence in disabled people

Gaston E Blum

Respondent's Name

GASTON E Blum

Respondent's Name Sue E. Ouellette, Ph.D.

University of Arkansas/Vocational

Organization: Rehabilitation Counseling with Emphasis in Deafness

Independent Living Training Program Survey

RECEIVED FEB 24 1984

Please return to:

Lex Frieden

ILRU/TIRR

P.O. Box 20095

Houston, TX 77225

Date: 2/20/84

Course Title (Please List)	Course Level (eg, continuing education, BA, MA, PhD)	Course Focus (eg, history and philosophy, research and evaluation, administration and management, counseling, resource utilization)	Course Cost	Approximate # of Trainees per Year	Approximate % of Trainees Who are Disabled	Predominant Occupation of Trainee (eg, VR counselor, education graduate student, ILP manager, ILP board member)
Independent Living and Community Adjustment	M.A.	History and philosophy, social attitudes and legislation, provision of IL services, resource utilization	\$55 per semester hour (3 hour courses \$165.00)	10	10%	graduate students

Research & Training Center
on Deafness/Hearing Impairment
4601 West Markham Street
Little Rock, Arkansas 72205