College of Health and Human Services (CHHS)
Undergraduate Program Outcomes

Department of Addictions Studies and Behavioral Health	
Community Health (BHS)	• Plan, develop, and implement community health education programs using a variety of strategies to improve the health status of the community as an aggregate population; • Conduct assessments of health needs and resources at both the individual and community level, including an analysis of social and political barriers that may impede health promotion efforts; • Identify, analyze, and interpret factors influencing people's health status through a strong grounding in social and behavioral theory; • Demonstrate competency in working with diverse cultures and communities; • Identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies; • Develop, analyze, and interpret factors influencing people's health status through a strong grounding in social and behavioral theory and organizational management; • Evaluate the process and outcome of community-based health education programs and long-term care programs; • Articulate the ethical and legal principles informing health education practice; • Meet admission requirements for selected health and human services professional programs.
Department of Communication Disorders	
Communication Disorders (BHS)*	• Describe and explain the anatomy, physiology, and neurology of the normal processes of speech, language, hearing and swallowing; • Describe and explain the acoustic and psychoacoustic bases and characteristics of normal speech production and perception; • Phonetically transcribe American English, including its regional and cultural variations; • Explain the roles of linguistic, psycholinguistic, and sociolinguistic (including dialectal, cultural, and economic) factors that influence stages and characteristics of normal communication development and behavior; • Explain the effects of dialectal, social, economic, ethnic, and cultural influences on communication behavior; • Describe the major communicative characteristics of individuals with disorders of articulation, language, voice, fluency, and hearing; • Assess, at a fundamental level, communication behaviors of individuals with disorders of speech, language, and hearing; • Design elementary intervention strategies, using a variety of input modalities, for individuals with communication disorders.
Department of Health Administration and Informatics	
Health Administration (BHA)*	• Take entry level administrative positions in healthcare delivery systems, healthcare product development organizations, or both public and private healthcare organizations; • Explain various frameworks of viewing health, healthcare systems, delivery systems, and health policy; • Demonstrate abilities to collect, analyze data and communicate findings effectively; • Explain the conceptual models of healthcare organizational processes and outcomes; • Demonstrate the capacity to make sound, thoughtful and ethical decisions related to health administration; • Apply available tools to assess and measure organization-specific environment and outcomes; • Value organizational diversity and population differences; • Demonstrate commitment to health equity and patient-centered healthcare; • Engage in life-long learning.

Health Informatics (BS)*	• Have knowledge to access health data, use it to describe current performance and apply it to healthcare organizations to forecast trends and patterns to improve operations; • Develop computational, analytical, and technical skills; • Explain the conceptual models of healthcare informatics and how they are used in healthcare organizations to transform care; • Demonstrate the capacity to make sound and ethical decisions related to healthcare informatics; • Gain insight into the resources needed to optimize the use of information technology in areas of healthcare research and clinical services delivery; • Be eligible for entry-level administrative / coordinator positions in healthcare delivery systems, consulting firms, governmental organizations and research organizations.
Department of Nursing	
Nursing (BSN)*	• Practice nursing within a dynamic wellness-illness framework in the care of culturally diverse individuals, groups, families, and communities; • Demonstrate clinical judgment and decision-making skills; • Utilize nursing and other appropriate theories and models in clinical practice; • Apply research-based knowledge from nursing and other sciences as the basis for practice; • Collaborate with clients and colleagues in planning, implementing, and evaluating healthcare delivery; • Promote changes for improvement and delivery of healthcare services and practices; • Assist individuals and families in making quality-of-life and end-of-life decisions in order to achieve a peaceful death; • Use technology to enhance healthcare delivery.
Department of Social Work	
Social Work (BSW)*	• Apply knowledge of the relationship between individuals, and their environment including historical, cultural, biological, psychological, spiritual and social contexts; • Apply critical thinking skills within the context of professional social work practice; • Understand the value base of the profession and its ethical standards and principles and practice accordingly; • Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation; • Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice; • Understand and interpret the history of the social work profession and its contemporary structures and issues; • Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes; • Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities; • Analyze, formulate, and influence social policies; • Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions; • Use communication skills differentially across client populations, colleagues, and communities to enhance human well-being, and prevent social injustice, and alleviate human suffering; • Use supervision and consultation appropriate to social work practice; • Function as a positive change agent within the structure of organizations and service delivery systems and achieve organizational change; • Be committed to personal growth, including the professional use of self.

Master's Program Outcomes	
Department of Addiction Studies and Behavioral Health	
Addictions Studies (MHS)	• Identify the behavioral, psychological, physical, and social effect of psychoactive substances on the user and significant others; • Recognize the social, political, economic, and cultural context within which substance use exists, including risk and resiliency factors that characterize individuals, groups, and living environments; • Describe the interaction between substance use disorders and other medical and mental health conditions; • Describe the philosophies, practices, policies, and outcomes of evidence-based models of treatment, recovery, relapse prevention, and continuing care for substance use disorders and related problems; • Recognize the importance of family, social networks, and community systems in the treatment and recovery process; • Understand established screening and assessment criteria for substance use disorders, treatment modalities, and placement criteria within the continuum of care; • Adapt helping strategies and treatment modalities to the client's stage of use, dependence, change, or recovery; • Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice; • Gather and organize data systematically from the client and other sources using a variety of methods that are sensitive to age, developmental level, culture, and gender that can be used for screening and assessment, treatment planning, referral, service coordination, provision of services, and consultation; • Adhere to established professional codes of ethics, Federal and State laws, and agency regulations that define the professional context and standards of the counselor and safeguard the client; • Recognize and utilize evidence-based practices in their professional activities.
Addictions Studies (MHS) w/ Addictions Counseling Concentration	In addition to the program outcomes for the MHS in Addictions Studies specified above, graduates of the Addictions Counseling Concentration are expected to: • Know the professional organizations, competencies, preparation standards and state credentials relevant to the practice of professional counseling; • Understand the history, philosophy and trends in both addictions and other counseling; • Differentiate substance use disorders from other psychopathologies; • Apply the diagnostic process including differential diagnosis using current diagnostic tools such as the DSM; • Identify developmental factors through the lifespan that influence behavioral health and addictions; • Incorporate evidenced-based family interventions into clinical work; • Apply career theories as related to lifestyle, education, decision-making, and development in both counseling and substance abuse treatment; • Critically evaluate research relevant to the practice of addictions and other counseling; • Evaluate various models of consultation and supervision of counselors; • Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice; • Gather and organize data systematically using a variety of screening and assessment methods that are sensitive to age, developmental level, cultural factors and gender that can be used for treatment planning, referral, service coordination, provision of services and consultation; • Synthesize, integrate, and apply the major theories of counseling in the conceptualizat5ion of interventions to effectively prevent, treat, and manage addictions, mental health, and other quality of life factors.

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Department of Communication Disorders	
Communication Disorders (MHS)*	• Assess the communication and relevant behaviors of individuals with disorders of fluency, articulation/ phonology, voice, oral language, hearing, and feeding/swallowing; • Develop individualized intervention goals consistent with the requirements of federal and state laws; • Design individualized intervention plans for individuals with disorders of fluency, articulation/phonology, voice, oral language, and feeding/swallowing; • Provide appropriate speech-language pathology services to culturally diverse client populations; • Develop, select, and prescribe multimodal augmentative and alternative communication systems; • Apply scientific principles to evaluate the effectiveness of services; • Behave in a manner consistent with the ASHA code of ethics and the ASHA Scope of Practice in Speech-Language Pathology; • Integrate and apply clinical knowledge by successfully completing the national written certification examination (Praxis) of the American Speech-Language-Hearing Association (ASHA) and the Illinois State Board of Education (ISBE) examinations for the Professional Educator License endorsed in Non-Teaching Speech-language Pathology.
Department of Health Administration and Informatics	
Health Administration (MHA)*	All MHA students must demonstrate knowledge about general and evolving issues in healthcare and be prepared to apply this knowledge to diverse health care organizations. Domain 1: Knowledge of Healthcare System and Delivery • 1.1 Healthcare Environment. Ability to explain issues and advancements in the healthcare industry. An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption. • 1.2 Legal and Regulatory Application and Assessment. Ability to understand and explain the regulatory and administrative environment in which the organization functions (e.g. antitrust; Stark, ACA). This includes the ability to understand and explain corporate compliance laws and regulations. • 1.3 Process & Quality Improvement. The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design. Domain 2: Business and Management Knowledge All MHA students must master core business and organizational management skills in a healthcare context. • 2.1 Human Resources Management. The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization. • 2.2 Financial Skills. The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions. • 2.3 Strategic Orientation. The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization • 2.4 Project Management. The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. • 2.5 Information Technology Management. The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities. Domain 3: Critical Thinking and Analysis All MHA students must demonstrate the ability to conceptualize, analyze, synthesize, and evaluate information gathered from diverse sources. • 3.1 Performance Measurement. The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques. • 3.2 Innovation. The ability to approach one's work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways. • 3.3 Analytical Thinking. Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships. • 3.4 Organizational Awareness. The ability to understand and learn the formal and informal decision making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

| | Domain 4: Policy and Community Engagement
All MHA students must demonstrate knowledge of the policy process at various levels of government, as well as the processes and methods required to change and evaluate organizational policy, and strategies to engage the community in multiple types of policy change.
• 4.1 Policy and Advocacy. Ability to effectively participate in discussions relating to health policy at the local, state, and federal levels.
• 4.2 Community Collaboration. The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.

Domain 5: Communication
All students must apply interpersonal and communication skills in valuable information exchanges with faculty, peers, and preceptors. This includes abilities such as listening and communicating clearly using nonverbal, verbal, and writing skills.
• 5.1 Communication Skills. Ability to facilitate a group; speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations.
• 5.2 Interpersonal Understanding. The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.

Domain 6: Professionalism and Leadership
All MHA students must demonstrate professionalism and leadership indicative of characteristics and abilities to influence others.
• 6.1 Professional & Social Responsibility. The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important.
• 6.2 Collaboration. The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.
• 6.3 Team Leadership. The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.
• 6.4 Change Leadership. The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.
• 6.5 Achievement Orientation. Concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals or redefining the nature of the standards themselves (innovation).
• 6.6 Self-Awareness. The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches. |
| Health Informatics (MS)* | • Have knowledge to access health data, use it to describe current performance and apply it to healthcare organizations to forecast trends and patterns to improve operations;
• Develop advanced computational, analytical, and technical skills;
• Explain the applications of healthcare informatics and how they are used in healthcare organizations to transform care;
• Demonstrate the capacity to make sound and ethical decisions related to healthcare informatics;
• Gain insight into the resources needed to optimize the use of information technology in areas of healthcare research and clinical services delivery;
• Be eligible for entry-level and mid-level health informaticist positions in healthcare delivery systems, consulting firms, governmental organizations and research organizations. |

Department of Nursing	
Nursing (MSN)*	• Integrate information from humanities and other disciplines as a basis for advanced nursing practice; • Demonstrate leadership abilities in all areas of nursing practice; • Create a culture of quality and improvement in health care delivery; • Compare nursing literature in translating research into practice; • Evaluate clinical and decision support information systems in the nursing service organization; • Develop familiarity in the legislative and policy processes; • Collaborate effectively across disciplines within a healthcare organization; • Display professional leadership skills exhibiting ethical, moral, and legal behavior; • Plan health promotion and illness prevention activities for patient care.
Department of Occupational Therapy	
Occupational Therapy (MOT)*	• Apply knowledge of the basic sciences to support the foundation and tenets of occupational therapy practice; • Apply knowledge of the occupational therapy process to achieving occupation related outcomes; • Apply knowledge of the unique diversity of the human experience to occupational therapy practice; • Demonstrate an appreciation for the influence of socioeconomic conditions and the ethical context on an individual's right to engage in occupation; • Demonstrate an understanding of the theoretical base of occupational therapy as a foundation for critical reasoning in practice; • Demonstrate an appreciation for the impact of theoretical perspectives on clinical practice in occupational therapy as a foundation for achieving occupation related outcomes; • Demonstrate knowledge of the influence of socioeconomic issues on global health and welfare needs of society; • Apply knowledge of the roles and responsibilities of the occupational therapist and occupational therapy assistant supervisory process to achieving occupation related outcomes; • Implement procedural skills to support occupational performance across the lifespan; • Uphold the ethical standards values and attitudes of the occupational therapy profession; • Demonstrate an effective use of research and evidence to support occupational therapy practice; • Contribute to the growth and dissemination of research and evidence in support of occupational therapy practice.

Department of Social Work	
Social Work (MSW)*	• Analyze the differential effects of cultural, historical, political, globalization, technological changes, and social-economic influences on children, adults, and families; • Integrate knowledge of social work values and ethics into an autonomous practice with children and families; • Demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision making techniques; • Conduct multidimensional assessments on complex issues with children and families that include environmental stressors such as cultural, economic, political, spiritual, and social relationship factors; • Analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents; • Differentially apply theoretical perspectives to child and family practice and to assess the impact of these theoretical views on policy, programs, organizations, practitioners, and clients; • Appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families; • Apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities; • Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families; • Develop and expand programs and services for children and families in communities where resources to meet client needs are scarce; • Utilize and provide supervision and consultation in the delivery of advanced practice with vulnerable children and families within organizational and community contexts.

Doctoral Program Outcomes

Department of Nursing	
Nursing Practice (DNP)*	• Critically analyze complex clinical situations and practice systems including the social, economic, political and policy components of health care systems to affect care planning and delivery; • Demonstrate advanced levels of clinical/judgement/scholarship to improve health care of diverse populations by analyzing and applying conceptual models, theories, and research; • Systematically investigate clinically focused areas of practice in nursing; • Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care; • Integrate professional values and ethical decision-making in advanced nursing practice; • Collaborate in interprofessional health care teams in diverse health care settings and systems to promote health and prevent illness; • Assess technology and information systems for best practice across care settings.

Department of Occupational Therapy	
Occupational Therapy (DrOT)	• Synthesize research, theory and models of practice as a foundation for evidenced based occupational therapy practice in a variety of settings/systems; • Analyze and theorize the implications of history, culture and the sociopolitical environment influence in the practice of occupational therapy; • Contribute to the growth and dissemination of knowledge in current and/or emerging areas of occupational therapy practice; • Advance the practice of occupational therapy; • Develop personal, collegial, and interdisciplinary approaches to delivering culturally relevant and responsive occupational therapy services; • Select the appropriate teaching-learning theories to design educational experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public; • Critically evaluate and address the various contexts of health care, education, community, and political and social systems as they relate to the practice of occupational therapy.
Department of Physical Therapy	
Physical Therapy (DPT)	• Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness; • Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness; • Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement; • Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness; • Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities; • Integrate scientific and clinical evidence in physical therapy practice, and contribute to the evidence for practice; In professional interactions: • Exhibit moral, ethical, and legal behavior; • Display sensitivity to individual differences and values; • Communicate appropriately; • Display effective leadership skills; • Display effective administrative and consultative behaviors; • Effectively use contemporary technology. • Demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.