



REHAB 609 Principles of Psychiatric Rehabilitation

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Canvas for one hour and 15 minute per week

Course Description:

Principles of Psychiatric Rehabilitation emphasizes evidence-based practices as well as other promising practices. The course is based on the psychiatric rehabilitation approach to recovery-assisting individuals with mental health challenges toward their personal and professional goals. The Recovery Model provides a strengths-based lens through which individuals with a mental health challenges can be understood as well as a framework of support within which services are delivered. The professional trained in the principles of psychiatric rehabilitation provides recovery-oriented services, usually in community contexts. This course is designed to assist students to (1) begin to work with individuals who have severe mental health challenges; (2) collaborate effectively within the community "network of care;" and (3) comprehend the experience of mental health challenges from a variety of perspectives. This course is designed to build student skills and knowledge in an array of areas including supported employment, social skills training, Wellness Recovery Action Plan (WRAP) development, co-occurring disorders, Assertive Community Treatment (ACT) and related modalities.

Course Objectives:

1. Demonstrate a working knowledge of psychiatric rehabilitation and the recovery model
2. Describe historical and current practices in psychiatry.
3. Define peer support and describe how it can be beneficial in psychiatric rehabilitation settings;
4. Demonstrate a working knowledge of supported employment for individuals with mental illness;

5. Understand integrated services (treating both mental illness and substance abuse) for individuals with co-occurring disorders;
6. Demonstrate evidence-based and best practices in psychiatric rehabilitation;
7. Develop a WRAP (self-care plan) and demonstrate the ability to assist another individual to design and use one;
8. Understand special challenges and solutions related to students with mental illness.
9. Understand the role of the criminal justice system as it pertains to people with mental illness;

Required Text:

Note Please check with instructor before purchasing the text.

Pratt, C., Gill, K., Barrett, N., Roberts, M. (2014). *Psychiatric Rehabilitation*. New York: Elsevier.

Course Structure:

For some of you, the structure for this course is going to be different from most courses with which you are most familiar. For several reasons, we will deviate frequently from the traditional lecture format that is characteristic of most college classes—a format in which an instructor distributes information to students, who often passively take notes, ask a question here and there, and attempt to memorize the information for exams. In contrast, I want students to be actively involved in the learning process, continually interacting with each other and with me. To accomplish our course objectives, we will be using an evidence-based teaching method known as **interteaching**. If you are not familiar with inter-teaching, please take the time before the first class meeting to read the article on interteaching in Canvas.

Interteaching:

Interteaching is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Canvas), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Weekly modules:

Each week I will post a module that contains material about the topic(s) you will be studying during the week. Your task is to complete all the readings/videos/activities outlined in the

module and show up to class ready to discuss the material/questions with a classmate. During pair discussion, you should focus on discussing the material and not simply reading your answers to the questions posed in your materials. As you engage with the material, take notes and discuss the material, be sure to clearly define any key concepts in the questions, even if the questions do not specifically ask for definitions. If you are unsure or you disagree about an answer, check with me by email, during class, I can visit your discussion room.

Please note:

1. If you never have difficulty or disagreements, or if you consistently finish quickly, you probably are not preparing and/or discussing adequately. Lastly, please come to class prepared and ready to discuss and learn. It will benefit both you and your discussion partner. Please do not rush through the discussions, simply to finish early. Also, do not assume that I will go over every question afterwards.
2. This is a graduate level course and as an emerging professional it is expected that you will complete all the readings/tasks/activities in the weekly modules before class and come to class prepared to engage with the material.

Quizzes:

You will be required to complete a quiz on the week's material within 24 hours of each class.

Record Sheets:

After you discuss the material in the week's module, you will be required to complete a record sheet. On the record sheet, any topics that gave you difficulty and any topics that you would like to have reviewed at the beginning of the next class period, and how effective you think your pair discussion was and why. Your attendance and completion of the discussion record sheets are part of the participation grade.

Clarifying Lectures:

After pair discussion and student submission of all record sheets, I will take time before the next class to review the completed record sheets. Then, I will use this information to prepare a brief clarifying lecture. At the beginning of the next class, I will facilitate a clarifying lecture in which we review as a class any topics from the previous class that gave you difficulty or need clarification. This way, we will spend class time reviewing only those topics that you specifically ask me to review. As a result, we won't waste valuable class time discussing topics that each of you already understand.

Required assignments:

1. Participation activities

Participation will represent 25% of your grade. Your presence and participation are vital to the success of the class! The interteaching process discussed above forms the basis of the participation. If you are going to be absent please email Dr. Peter prior to class. More than one absence (other than for excused illnesses) may result in a lowered grade. It is important that everyone contributes to the discussion, so it is expected that the tasks assigned for the week are completed on time. In order to obtain the participation points you must also complete the “discussion record sheet” online, immediately after class. The record sheet will be open until midnight the night after class. In addition to class attendance and participation, there will a number of short thought exercises to be submitted throughout the semester

2. Weekly quiz

The weekly quiz will represent 25% of your grade. Each week, students will complete a timed (30 minutes), 10 question quiz within 24 hours after class. Students can use their notes from the class preparation guide.

3. Reflection Assignment: Exploring a Core Value of Psychiatric Rehabilitation

This assignment will represent 25% of your grade. Approximate length 1500 - 2,000 words. Answer a series of reflective questions (as outlined in the assignment folder) about a core value of guiding principles of psychiatric rehabilitation.

4. Group powerpoint presentation and individual paper

The powerpoint presentation and individual paper represents 25% of your grade.

Paper due Dec 7th. Students in groups of 2-3 will present a power point on the topics outlined in the table below. In addition, each student will individually write a 2,000 word paper below on the topic of their presentation. Presentation dates to be advised. Please be sure to read the grading rubric.

Students will select one of the following topics and nominate their choice on the discussion board. (Remember only three members per group), if the topic of your first choice is taken, choose another).

1. Discrimination/stigma and persons with a psychiatric disability, including self-stigma
2. People with psychiatric disabilities and the criminal justice system
3. Crisis care: what happens in a mental health crisis now (calling police) – what could be happening, current trends and best practices
4. Psychiatric rehabilitation and supporting parents with mental health disabilities
5. Psychiatric rehabilitation and supporting youth with mental health disabilities
6. Cultural and Racial Equity in Mental Health Services: Exploring how psychiatric rehabilitation can address disparities in access, treatment, and outcomes for people of diverse cultural and racial/ethnic backgrounds, including over-diagnosis and its implications.
7. Mental Health and Education: Challenges and supports for students with psychiatric disabilities in schools, colleges, and universities, including stigma, accommodations, and inclusive policies. What is happening now, what are best practices?

Summary of assessments/assignments

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|-----------------------------|-----|
| 1. Participation activities | 25% |
| 2. Weekly quiz | 25% |
| 3. Reflection assignment | 25% |
| 4. Powerpoint paper | 25% |

Table of Psychiatric Rehabilitation class overview**This schedule is subject to change**

Week beginning	Class topic
Week 1	Experience of MI Stigma of mental health disabilities, Interteaching
Week 2	Symptoms and etiology/course of treatment Course treatment and outcomes
Week 3	Psychiatric Rehabilitation Goals and values Community inclusion
Week 4	Psychiatric Rehabilitation process and methods Psychiatric Rehabilitation assessment
Week 5	Health and wellness
Week 6	Employment
Week 7	Assertive Community Treatment and case-management Illness and self-management
Week 8	Co-occurring disorders and integrated treatment
Week 9	Residential services and independent Living Psychiatric Day programming
Week 10	Multicultural competence in recovery
Week 11	Self-help and peer delivered services
	Supported Education
Week 12	No class Thanksgiving
Week 13	Role of the family
	Final class

Grading:

Grades in the graduate programs at UMass Boston can be A, A-, B+, B, B-, C+, C, or F. There are no A+ grades, nor passing grades below C. Grades of A, as the highest available grade, are indications of significant excellence. They are taken seriously by faculty and are not routinely assigned. Grades of B- or below are an indication of significant weakness.

The professor may penalize a student for work handed in late, one point per day.

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Grade type for the course is a whole or partial letter grade. (Please see UMASS Boston graduate grading policy above. Please see the Graduate Catalog for more detailed information on the University's grading policy.

The Rehabilitation Counseling Program grading policy requires that students must obtain a B- or higher in each required course. Therefore, a "B-" is the lowest passing grade for this course. Your grades will be posted and updated periodically throughout the semester on Canvas. Lectures are considered supplementary to readings. Not all materials covered in the textbook may be repeated in class. Likewise, not all materials presented in class may be included in the text. Therefore, you are responsible for material presented which may not be included in the readings, as well as information in the textbook, which may not be covered in class. You are responsible for both lecture and textbook materials. You are responsible for having a general understanding of all terms and concepts in the readings and will be responsible for those terms and concepts on quizzes

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: <https://www.umb.edu/academics/seas/disability-services/>. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Use of Artificial Intelligence (AI) Tools

AI is prohibited: In this class, all work submitted by students must be generated by the students themselves, whether working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment; this includes hiring a person or a company to write assignments and using AI tools like ChatGPT. All work submitted must contain citations for any material that has been quoted or referenced. If students are unsure about whether or not a source is appropriate to use in the assignment, they should contact the instructor.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success. As we continue to deal with the ongoing impacts of the COVID-19 pandemic, these resources are more important than ever.

Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.

Have a campus question or issue? Use Here4U in the UMass Boston app or via umb.edu/here4U.

Need help with food insecurity, legal consultation, financial counseling or emergency supplies? Contact U-ACCESS (<https://www.umb.edu/campus-life/current-students/u-access/>)

Want advice in navigating a university or life situation? Contact the Dean of Students Office at umb.edu/deanofstudents.

Want to access resources specifically for immigrant-origin, DACA, TPS, and undocumented students? Visit <https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/undocumentedsupport/>.

Looking for additional identity-based community support? Find more resources at <https://www.umb.edu/all-of-us/>

Want to make the most of your academic experience? Visit <https://www.umb.edu/academics/seas/>.

Furthermore, all students are required to adhere to the Code of Professional Ethics for Rehabilitation Counselors. See the Commission for Rehabilitation Counselor Certification (CRCC) website for the current code of ethics and the updated code of ethics.

<https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

Attendance and Participation Policy:

Research has shown that students who attend class typically get higher grades than students who don't. Moreover, because part of your grade is contingent on participating in the pair discussions, coming to class will help you achieve a better grade than if you miss class. If you cannot attend class due to illness or emergency, please notify the instructor via email or phone immediately or ask another student to pick-up handouts and notes for you. As discussed above, if you miss class and you have a recognized excuse, you will be able to earn back participation points by meeting with me **no later than 1 week after the missed day or before the next quiz, whichever comes first**, and discussing the prep guide questions or lecture information. If you do not have a recognized excuse, you will not be able to earn back missed participation points.

Mission of the School for Global Inclusion and Social Development:

The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.

CACREP Curriculum Standards:

As the program is fully accredited by CACREP as a Rehabilitation Counseling program and a Clinical Rehabilitation Counseling and Mental Health Counseling program we adhere to the mandated curriculum standards. If you would like to find out more information about the standards please visit the CACREP website at <http://www.cacrep.org/about-cacrep/>

Library Access

The University of Massachusetts Boston library has a rich and valuable academic online resource which will allow you to do your research work off-campus. The articles for this class are available through the University of Massachusetts Boston library electronic database that can be located at <https://www.umb.edu/library/> . As a graduate student, if the library does not have the article or chapter you are seeking, as a graduate student, you are able to request an interlibrary loan.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit. This syllabus is subject to change.

Internet Resources:

https://www.psychrehabassociation.org/https://umbrella.lib.umb.edu/discovery/search?query=any,contains,psychiatric%20rehabilitation%20journal&tab=Everything&search_scope=MyInst_and_CI&vid=01MA_UMB:01MA_UMB&mode=Basic (library link to the Psychiatric Rehabilitation Journal)

<https://www.nami.org/>

<https://cpr.bu.edu/>