COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7515

CALL NUMBER: 29148

COURSE TITLE: Rehabilitation Treatment Planning and Intervention for People with Psychiatric Disabilities

CREDIT: 2 credit hours

TERM/YEAR: Winter 2014

DAY: February 22nd; March 1st & 22nd; 5th, 2014

TIME: 9:00 AM - 4:00 PM

COURSE LOCATION: 622 Oakland Center

INSTRUCTOR: George P. Parris, Ph.D.
License Professional Counselor (LPC)
Certified Rehabilitation Counselor (CCRC)
Nationally Certified Psychologist (NCP)
Senior Diplomate and Disability Analyst

311 College of Education
(313) 577-1619
E-mail: gparris@wayne.edu

GUEST LECTURERS: Sonja Grbevski, Ph.D., LPC
Adjunct Faculty & Rehabilitation Counselor Advisor

Patricia Pich, Ph.D., LPC

Office Hours: Tuesday 2:00 - 4:30
Wednesday 3:00 - 4:30

PROGRAM SECRETARY: Lei Juan Stuart-Walker (313) 577-1613

CATALOG DESCRIPTION:
Knowledge and skills in treatment planning of individuals with psychiatric disabilities. Emphasis will be placed on rehabilitation assessment, rehabilitation plan development, employment strategies, and life care planning.

**COURSE OBJECTIVES:**

The course is designed to improve and enhance the psychiatric rehabilitation knowledge and skills of counselors who provide counseling and intervention services to individuals with psychiatric disabilities. The focus will be on fundamental issues related to the understanding psychiatric disabilities such as diagnosis of the DSM 5 major disorders, including mood, anxiety, personality, and psychotic disorders. This course is designed to expand students’ prior learning in diagnosis and psychotherapeutic treatment by applying it in a comprehensive rehabilitation treatment planning context. This includes rehabilitation assessment, rehabilitation plan development, and life care planning. Treatment planning strategies are emphasized. In addition, students will learn about psychotropic medications and their effectiveness in the treatment of psychiatric disabilities, as well as psychotherapeutic techniques used to treat individuals with psychiatric disabilities.

**Specific Objectives:**

**Upon completion of this course students will be able to:**

1. Recognize the signs and symptoms of the major mental illness and other forms of psychological and behavioural dysfunction.

2. Understand the impact of mental illness on the psychological, social, and environmental functioning, including educational and vocational abilities and their effect on work.

3. Understand how societal attitudes towards individuals with psychiatric disabilities may impact upon personal adjustment and the counseling process.

4. Understand the core principles and best practices of treatment for individuals with psychiatric disabilities.

5. Identify information related to different employment strategies used in facilitating the consumers with psychiatric disabilities back to work.

6. Develop a greater understanding of the critical role of varied community support systems in facilitating the recovery of people with serious and persistent mental illness.

7. Understanding pharmacology and medications in the treatment of psychiatric disabilities including barriers to consistent medication management.

8. Integrate counseling and case management strategies in order to improve community living, such as employment, social adjustment and general quality of life for individuals with psychiatric disabilities.
9. Understand ethical and legal issues involved in abnormal psychology and the roles and responsibilities of clinicians in providing competent care to individuals with psychological disorders.

REQUIRED TEXTS:

REQUIREMENTS AND EXPECTATIONS:

PARTICIPATION:
This course will involve lecture and discussion and attendance is mandatory. Participation includes physical attendance (Do you show up?); psychological attendance (Does your mind show up?) Can you show evidence of thinking during the class? Do you hear and incorporate what others are communicating? Participation means that you provide others with some way of knowing that you are involved in the course. Because this is a high-intensity class occurring over four Saturdays, attendance is critical. You are expected to attend all classes. If you are absent even once, your ability to synthesize the material will be undermined. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. You will earn up to 10 points for attending and participating in a meaningful way during the four class meetings. If you miss more than 6 hours of instruction for any reason, you will need to withdraw from the class or you will be given a grade of F. Please note that Incomplete Grades will not be given.

Contribution to Grade: 10%

PSYCHOPATHOLOGY RESEARCH / TOPIC PAPER:
You will choose one psychological disorder and write a research paper approximately 7 to 10 pages excluding title page, abstract and reference pages. Your paper must address the following areas: (1) What is the etiology of the disorder? In other words, what genetic, biological, psychological or social factors cause or contribute to the development of the disorder in an individual? (2) What are the difficulties for individuals living and adjusting to this disorder, such as independent living and employment? And (3) based on research, what treatment options or interventions are considered best for treating people with this disorder? Your paper must include at least 10 references from journals or books. You may include additional references such as websites; however, only two web base references will be accepted. Your paper must confirm to the American psychological Association (APA) 6th edition. Papers will be graded on the following: organization, clarity, grammar, coherence, level of applied thoughtfulness and APA format.

Contribution to Grade: 40%
Due Date: April 5, 2014

FINAL EXAM:

ON LINE EXAM
You will be provided with the exam online.

**Contribution to Grade:** 50%

**Due Date:** April 19, 2014

**EVALUATION & GRADING:**

Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED program:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
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<tr>
<td>A -</td>
<td>90 - 93</td>
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<td>C +</td>
<td>77 - 79</td>
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<td>C</td>
<td>72 - 76</td>
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Below 72 is a failing grade

**CLASS SCHEDULE:**

**FEBRUARY 22, 2014**
09:00 – 09:30 AM  Course Introduction and Overview  
Class Outline

09:30 – 10:30 AM  Conceptions of Mental Illness  
Understanding Abnormality  
Theoretical Perspectives  
Overview of DSM-5

10:30 – 10:45 AM  BREAK

10:45 - 12:00 PM  **Depressive and Bipolar Disorders**  
Intervention and Treatment of Mood Disorders  
Understanding and Treatment of Mood Disorders (Rehabilitation Perspectives)  
Dr. Patricia Pich

12:00 – 01:00 PM  LUNCH BREAK

1:00 – 04:00 PM  **Anxiety Disorders**  
**Obsessive-Compulsive and Related Disorders**  
Intervention and Treatment of Anxiety Disorders,  
Dr. Patricia Pich

**MARCH 1, 2014**

09:00 – 10:30 AM  **Obsessive-Compulsive and Related Disorders**  
**Schizophrenia Spectrum and Other Psychotic Disorders**  
Understanding and Diagnosing Psychotic Disorders  
Intervention and Treatment of Psychotic Disorders (Rehabilitation Perspectives)

10:30 – 10:45 AM  BREAK

10:45 – 12:00 AM  **Schizophrenia Spectrum and Other Psychotic Disorders** Continued  
**Personality Disorders**  
Understanding and Diagnosing Personality Disorders  
Intervention and Treatment of Personality Disorders (Rehabilitation Perspectives)

12:00 – 01:00 PM  LUNCH BREAK

01:00 – 02:30 PM  **Personality Disorders Continued**

02:30 – 02:45 PM  BREAK

02:45 – 4:00 PM  **Group Session with Dr. Sonja Grbevski**
MARCH 22, 2014

09:00 – 10:30 AM
**Feeding and Eating Disorders**
Sleep-Wake Disorders
**Disruptive, Impulse Control and Conduct Disorders**
Understanding, Diagnosing and Treatment Planning
Dr. Sonja Grbevski

Chapter 12
Handouts

10:30– 10:45 PM
**BREAK**

10:45– 12:00 PM
**Substance-Related and Addictive Disorders**
Understanding and Diagnosing Substance Related Disorders and Treatment Planning

Chapters 15
Handouts

12:00 – 01:00 PM
**LUNCH BREAK**

01:00 – 02:30 PM
**Paraphilic Disorders, Sexual Dysfunctions and Gender Dysphoria**
Understanding, Diagnosing and Treatment Planning
Dr. Sonja Grbevski

Chapter 13
Handouts

02:30 – 02:45 PM
**BREAK**

02:45 – 04:00 PM
Case Studies
Dr. Sonja Grbevski

APRIL 5, 2014

09:00 – 10:30 AM
**Somatoform and Dissociative Disorders**
Understanding, Diagnosing and Treatment Planning

Chapter 14

10:30 – 10:45 AM
**BREAK**

10:45 – 12:00 PM
**Neurodevelopmental Disorders**
Understanding, Diagnosing and Treatment Planning
Dr. Sonja Grbevski

Chapter 18

12:00 – 01:00 PM
**LUNCH BREAK**

01:00 – 02:30 PM
**Neurocognitive Disorders**
Understanding, Diagnosing and Treatment Planning

Chapter 18

02:30 – 02:45 PM
**BREAK**

02:45 – 04:00 PM
Psychotherapeutic Interventions
Handouts
References

Anxiety Disorders: Panic Disorder, Specific Phobias


**Post-Traumatic Stress Disorder and Obsessive-Compulsive Disorder**


**Generalized Anxiety Disorder and Social Anxiety Disorder**


Abnormal Psychology- WIN 2014


**Mood Disorders: Phenomenology, Subtypes, Course, Epidemiology, Suicide**


**Mood Disorders: Unipolar Depression**


**Mood Disorders: Bipolar Disorder and Seasonal Affective Disorder**


### Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder


### Personality Disorders


### ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the
Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**NOTE:** The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had__________", "the person has experienced__________", or a person with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the
ATTENDANCE POLICY

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

STATEMENT OF PROFESSIONALISM

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.
Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

*How can students avoid plagiarism?*

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

*Strategies for Avoiding Plagiarism*

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

*(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)*

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php

**RELIGIOUS OBSERVANCES POLICY**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.