COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7515

CALL NUMBER: 26539

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

CREDIT: 2 credit hours

TERM/YEAR: Winter 2018

DAY: January 27; February 3, & 17, 2018

20 hours Online

TIME: 9:00 AM - 4:00 PM

COURSE LOCATION: 155 Education

INSTRUCTORS: George P. Parris, Ph.D.
311 College of Education (313) 577-1619
E-mail: gparris@wayne.edu

Office Hours: Monday: 3:30 - 5:30 PM
Friday: 4:00 - 5:30 PM

Sonja Grbevski, Ph.D.
Adjunct Faculty & Rehabilitation Counselor Advisor
By Appointment

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.

LEARNING 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, as highlighted in the DSM 5 and other treatment planning guides.

5. Identify information related to different strategies used in facilitating the consumers with psychiatric disabilities back to work, school and community inclusion.

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 techniques and case management strategies in order to improve community living, such as school, 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 and psychological attendance. In other words, 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 must 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 class meetings. If you miss more than 4 hours of instruction, you will need to withdraw from the class or you will be given a grade of F. Please note that Incomplete Grades will only be given under extreme circumstances.

Contribution to Grade: 10%

PSYCHOPATHOLOGY RESEARCH / TOPIC PAPER:

You will choose one psychological disorder and write a research paper approximately 8 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 6, 2018

FINAL EXAM:

ON LINE EXAM
You will be provided with the exam on line.

Contribution to Grade: 50%
Due Date: April 23, 2018
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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<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>B</td>
<td>84 - 86</td>
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<td>B -</td>
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<td>C +</td>
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<td>C</td>
<td>72 - 76</td>
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Below 72 is a failing grade

CLASS SCHEDULE:

JANUARY 27, 2018

09:00 – 09:30 AM  Course Introduction and Overview
                  Class Outline

09:30 – 10:30 AM  Conceptions of Mental Illness
                  Understanding Abnormality
                  Diagnosis and Treatment
                  Overview of DSM-5

10:30 – 10:45 AM  BREAK

10:45 - 12:00 PM  Depressive, Bipolar and Related Disorders
                  Chapter 7
                  Intervention and Treatment of Mood Disorders
                  Understanding and Treatment of Mood Disorders
                  (Rehabilitation Perspectives)

12:00 – 01:00 PM  LUNCH BREAK

01:00 –02:30 PM   Anxiety Disorders
                  Obsessive-Compulsive and Related Disorders
                  Chapter 8
                  Intervention and Treatment of Anxiety Disorders,
                  Handouts

02:30 – 02:45 PM  BREAK

02:45 – 04:00 PM  Obsessive-Compulsive and Related Disorders Cont’d
                  Trauma Related Disorders
                  Chapter 8
                  Handouts
FEBRUARY 3, 2018

9:00 – 10:30 AM  Schizophrenia Spectrum and Other Psychotic Disorders
Understanding and Diagnosing Psychotic Disorders
Intervention and Treatment of Psychotic Disorders

10:30 – 10:45 AM  BREAK

10:45 – 12:00 AM  Personality Disorders
Understanding and Diagnosing Personality Disorders
Intervention and Treatment of Personality Disorders

12:00 – 01:00 PM  LUNCH BREAK

01:00 – 02:30 PM  Paraphilic Disorders,
Sexual Dysfunctions and Gender Dysphoria
Understanding, Diagnosing and Treatment Planning

02:30 – 02:45 PM  BREAK

02:45 – 04:00 PM  CASE STUDIES
Summary

FEBRUARY 17, 2018

09:00 – 10:30 AM  Feeding and Eating Disorders
Understanding, Diagnosing and Treatment Planning
Dr. Grbevski

10:30 – 10:45 PM  BREAK

10:45 – 12:00 PM  Sleep-Wake Disorders
Somatic Symptom and Related Disorders
Understanding, Diagnosing and Treatment Planning

12:00 – 01:00 PM  LUNCH BREAK

01:00 – 02:30 PM  Neurodevelopmental Disorders
Dr. Grbevski

02:30 – 02:45 PM  BREAK

02:45 – 04:00 PM  CASE STUDIES
GROUP DISCUSSION
<table>
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<tr>
<th>ONLINE PORTION</th>
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<tbody>
<tr>
<td><strong>Substance-Related and Addictive Disorders</strong></td>
<td>Chapters 12</td>
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<tr>
<td>Understanding, Diagnosing and Treatment Planning</td>
<td>Handouts</td>
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<tr>
<td><strong>Disruptive, Impulse-Control and Conduct Disorders</strong></td>
<td>Chapter 10</td>
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<tr>
<td>Understanding, Diagnosing and Treatment Planning</td>
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<tr>
<td><strong>Neurocognitive Disorders</strong></td>
<td>Chapter 13</td>
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<tr>
<td>Understanding, Diagnosing and Treatment Planning</td>
<td>Handouts</td>
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<tr>
<td><strong>Psychotherapeutic Interventions</strong></td>
<td>Chapter 15</td>
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<td><strong>Psychopharmacology Interventions</strong></td>
<td>Handouts</td>
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<td><strong>Ethics and Legal Aspects</strong></td>
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<td><strong>Hearing Voices Simulation</strong></td>
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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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use 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.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

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.

NOTE:

As an undergraduate or graduate student enrolled in classes this semester, we want to alert you to a new University policy on the verification of course participation. This is mandatory for all students and it is required that all instructors assist in this process within the first two weeks of the semester.

Verification of course participation is a federal requirement that the University must enact in order for Wayne State to continue to distribute federal financial aid. The faculty must confirm your participation within two weeks or an automatic administrative withdrawal (forced drop) will occur for the courses in which you are registered but for which the instructor has no indication of your participation in the first two weeks.

The positive aspect of this new policy is that it provides us with an opportunity to respond early to any student problems that we can assist in resolving. We will make every effort to initiate contact by the faculty member, or other advisor, to see if some assistance is needed or to see if there is anything we can do to keep you in the courses/programs.
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 mutually agreeable alternative arrangements may be worked out.

ELECTRONIC MAIL AND BLACKBOARD:

Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.
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 person with the disability necessarily chronically ill.