# RHAB 4300 - Introduction to Psychiatric Rehabilitation

**2024**

**Updated 2/07/2024**

* Instructor: Dr. Tamara Knapp-Grosz
* Virtual Office Hours: Tues and Thursday 7p.m. - 9p.m.
* Course Time/ Location: This is an asynchronous on-line course. All course materials and exams will occur on-line.

## **Course Description**

This course is designed as an overview of the field of psychosocial rehabilitation for students who are interested in providing services to individuals with severe mental illnesses (psychiatric disabilities). During the course, the student will review the principles and values of psychiatric rehabilitation, emphasizing consumer empowerment and recovery. The course will cover a brief history of the field, current practice models and identify important issues facing the psychiatric rehabilitation practitioner today.

## **Prerequisites:**

There are no prerequisites required prior to enrolling in this course.

## **Course Learning Objectives:**

Upon successful completion of the course, students will be able to:

1. Summarize the basic principles and values of psychosocial rehabilitation.
2. Recognize the impact of stigma on people who have a psychiatric disability.
3. Outline the principles of recovery and empowerment when working with people who have a psychiatric disability.
4. Identify a range of practice models and services utilized in psychiatric rehabilitation.
5. Explain the importance of bringing cultural sensitivity and awareness to all interactions as a practitioner.
6. Delineate the principles of ethical practice in psychiatric rehabilitation.
7. Summarize the basics of formulating a rehabilitation goal, strengths assessment and documentation.

## **Course Format, Methods and Activities:**

A variety of methods will be used to facilitate learning in this course. **This is an on-line course. There are no additional mandatory on-line meeting times.** Outside readings, discussion, interactive activities, lecture, online discussion, and community-based interactions will be critical to integrating, synthesizing, and understanding the application of psychiatric rehabilitation.

## **Required Text(s)/Readings:**

Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2014). *Psychiatric rehabilitation*,

(3rd ed.), Waltham, NY: American Press. ISBN-13: 978-0123870025 ISBN-10: 012387002X

Supplementary readings (are required and available in the Weekly Learning Modules)

## **COURSE COMMUNICATION**

This online course is organized by weeks with specific topics for each week. The week begins on a Monday and ends on the following Monday. All assignments will be due no later than 11:59 P.M. on Monday of each week. All materials will be offered in multiple formats for accessibility purposes.

***Grading -*** Most assignments will be updated in the Gradebook, about 1- 1.5 weeks *after their due date*. Web exercises and case study assignments will generally take 2 – 2.5 weeks to be updated *after their due date.* Missed*assignments or make-up assignments* will be a grading priority only after all regularly scheduled assignments are graded and updated.

***Communication – All course communication will occur through your UNT e-mail account.***You can reach me, our course TA or other course students directly using the course *E-mail*tool. It will generally take me anywhere from 12-24 hours to respond to your e-mail; however, most responses will come much faster.

The weekends are time I dedicate to my family and other professional duties. I generally will not respond to e-mails received between Friday, 5 p.m. through Sunday at 5 p.m.

I will forward all communication regarding the course via the Course Announcement tab. These announcements will post in our course, but will also arrive at the e-mail you have designated for the course, which is typically your UNT e-mail address.

**If you do not frequently check your UNT e-mail, then I would strongly suggest you forward your course e-mail to a private e-mail that you check frequently**. You can change your e-mail designation very easily by logging into Canvas and then clicking on the "My Places" link at the top of the screen, then selecting "Personal Information > Edit Personal Information" and look for the email field.

**\*\*\*IMPORTANT NOTE\*\*\***

I value the many perspectives students bring to our campus. Please work with me to create a classroom  
culture of open communication, mutual respect, and inclusion. All discussions should be respectful and  
civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please  
stop by my office and let me know. We are all learning together

It is critical that throughout this course, we use Person-First language to refer to individuals with disabilities. There is a document covering Person-First language attached in Module 1 in our course, and includes tips for the best ways to discuss an individual’s disability in the most culturally responsive manner. ***Any submitted assignment or discussion thread that does not use Person-First language will be penalized up to 5 points.***

**What Should Students Do First?**

Students should access the Welcome-Start Here page in the course. From there, the Course Overview page will also be helpful and provide general course direction. Please carefully review the Course Syllabus and Course Schedule. Students may then access the Weekly Learning Module page and dive right into the Week 1 Learning Module.

**How Students Should Proceed Each Week for Class Activities:** The weekly learning modules will open on Monday for each corresponding week. Students should then access the materials within module and complete any attached assignments.

## **ASSESSMENTS & GRADING**

**Methods of Evaluation:** This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you by each Monday and close on the following Monday at 11:59 p.m.

***Web Exercises (60 points total @ 20 points each):*** Students will complete three web exercises over the course of the semester. These exercises will expand on students’ knowledge of the material covered during the course. These exercises will require you to investigate, review or locate resources outside of our course readings and resources. Please do provide appropriate citations for material you include from other sources. *These exercises will address Course Learning Objectives #2, #4 & #6*.

***Discussion Boards (40 points total @ 10 points each):*** Discussion Boards will be assigned throughout the semester and will cover material from the textbook and other sources from course learning modules. Each discussion board assignment is worth a maximum of 10 points. These activities are to assess your comprehension of concepts rather than retention of facts. We will use the class discussion boards to further explore the assigned readings, assignments and cases. There is a Discussion Board rubric to assist you in your responses located in the Course Overview page within the Rubric folder at our course Canvas site. *These exercises will address Course Learning Objectives #1, #2, #4 & #7.*

Discussion topics will be posted for one week. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. **After reviewing the module materials, you should 1st post your response to the discussion topic. For the remaining time, you are required to provide at least 1 response to two different classmates. These postings must occur on different days, over a 24-hour time frame.** Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities).

Although you are only required to respond to two other persons, I would encourage you to review and respond to as many as you see appropriate.

Discussion Board postings should reflect an understanding of the readings and show evidence that you are critically thinking and evaluating the question or issue at hand. **You are required to provide at least one scholarly source supporting your assertions in your initial discussion board topic response. This source must be referenced in APA format.** *Please do not copy and paste writing from authors or other sources without attributing their work (see Instructor Policy on Academic Integrity).*

**What is Critical Thinking???** Washington State University's Critical Thinking Project developed a set of guidelines for encouraging critical thinking skills in students. The guidelines are outlined below. You may also wish to take a moment to review the guidelines to critical thinking at WSU's Project page: http://wscutproject.wsu.edu/ctr.htm

Critical thinking identifies and summarizes the problem/question at issue (and/or the source's position).

1. Identifies and presents the STUDENT’S OWN perspective and position as it is important to the analysis of the issue.
2. Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.
3. Identifies and assesses the key assumptions.
4. Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.
5. Identifies and considers the influence of the context of the issue.
6. Identifies and assesses conclusions, implications and consequences.

Although you are not expected to demonstrate all seven elements of critical thinking in every posting, you are expected to demonstrate thinking skills that contribute to fruitful and valuable discussions among your classmates. Please review the Discussion Board rubric to optimize your success.

***Quizzes (30 points total @10 points each):*** Students will complete three timed, short quizzes during the course of the semester. These quizzes will cover material covered from the weeks prior to and including the week of the exam. For instance, if there were a quiz during week 4, content from weeks 1 – 4 would be covered on the quiz. If there is a 2nd quiz during week 7, content from weeks 5 – 7 would be covered on the quiz. **Students should not use any course or other outside materials during these exams. *These assessments will address Course Learning Objectives, #3, #4, #5, & #7.***

You can access quizzes/exams by clicking the Assessments link on the course menu or see the quiz/exam icon on the designated page. Each quiz is timed and can be accessed only one time within the scheduled time window. Please read the on-screen instructions carefully before you click “Begin Assessment”. After each quiz is graded and released, you may go back to the Assessments page and click “View All Submissions” to review your exam results.

Students are encouraged to prepare and take the quizzes earlier in the week, rather than waiting Saturday or Sunday and risk potentialities like power failures and technical problems, which may be encountered at the last minute. Technical glitches, power failures, and the like are not sufficient grounds for waiver of the late quiz penalty (see course late policy). **If you do encounter technical issues during a quiz, contact the Canvas student help desk for technical support FIRST**. They will provide you a ticket number to provide me when you update me on your issue. I will then be able to follow-up with Canvas Help and make an informed decision about how to proceed.

***Case Study (50 points total @25 points each):*** Two case studies focused on ethical practice are assigned during the course. Each case study is worth a maximum of 25 points. Students are encouraged to give each case careful consideration and answer the questions associated with the case as completely and descriptively as possible. One-sentence responses to the questions presented will not be acceptable (please review the “What is Critical Thinking” guidelines above) and will result in deducted points for the assignment. *These exercises will address Course Learning Objectives, #3 & #6.*

**Final Exam (50 points):** Students will complete a timed, final exam. This exam will cover all material covered prior to the date of the exam (Weeks 7 – 15). The exam will include multiple choice, short essays responses. **Students are not to use any course materials during the final exam.**

## **Grading Scale:**

|  |  |  |
| --- | --- | --- |
| LETTER GRADE | % OF TOTAL POINTS | TOTAL POINTS |
| A | 90 – 100% | 230 - 207 |
| B | 80 – 89% | 206 - 184 |
| C | 70 – 79% | 183 - 161 |
| D | 60 – 69% | 160 - 138 |
| F | Less than 59% | 137 and below |

## **COURSE POLICIES**

### **Class Participation**:

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Canvas to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

### **Virtual Classroom Citizenship:**

The academic climate is based on a concept of free and open discussion and exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with professional integrity in all aspects of the course. The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

### **Written Assignments:**

Because clear and understandable written communication is an essential skill of all helping professionals, all papers and assignments (i.e., Case Studies) submitted in this course must follow the *American Psychological Association Publication Manual* (7th Edition) format. This includes, at a minimum, an APA formatted title page, page headers, page numbering, no more than a 12 inch font, double spacing throughout the text (not in between paragraphs), headings (if included) and references (when noted by assignment).

Your papers should demonstrate that they have been thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as late papers.

**Late Work:** ALL assignments are to be submitted by the due date indicated (this includes exams and tests). All late work will receive an automatic zero grade, unless acceptable explanation is provided to me. Late submission without explanation is not allowed. Assignments once closed will not be reopened.

### **Academic Integrity:**

Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The revised sentence must be substantially altered for it to be your work and correctly citing the source is still necessary because you took the idea from another source. According to the student code, you are also not allowed to submit your own original work for multiple courses. Please only submit original works for this course. *Plagiarism is academic misconduct and may result, at minimum, in a failing grade on the assignment or in the course. Further disciplinary action may result per university policy.*

Incomplete Grades: Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given if the student is (a) passing the course, (b) has completed 75% of the course requirement, (c) has very compelling special circumstances, and (d) provides adequate documentation. I will require that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

*An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (*[*Registrar*](http://essc.unt.edu/registrar/incomplete.htm)*, p. 1)*

If you fail to complete the course requirements by the end of the subsequent semester the grade of Incomplete will be replaced with an “F”. I strongly urge you to complete the course. If you find you are falling behind, or not passing, I recommend you consider withdrawing from the class so that your record and GPA is not negatively affected. Please come talk to me if you find yourself having any difficulties with keeping up with the assignments or are not doing well on the quizzes.

Accommodations: The Department of Rehabilitation and Health Services, is committed to full academic access for all students.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Access website [office of disability](http://www.unt.edu/oda). You may also contact them by phone at [*940.565.4323*](tel:940.565.4323).

**Grades assigned before ODA documentation is provided will not be changed.** Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323

### **Policy on Server Unavailability or Other Technical Difficulties:**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### IMPORTANT – Syllabus Change Policy

This syllabus is a general plan for the course and may be modified as the Instructor sees fit over the course of the semester to support the learning process. Deviations announced to the class by the instructor may be necessary.

## **UNT POLICIES**

Student Conduct and Discipline: The primary concern of the University of North Texas is the student. The university attempts to provide for all students a campus environment that is conducive to academic endeavor and social and individual growth. To that end, rules, regulations and guidelines governing student behavior and the student's relationship with the university have been formulated into a student code of conduct and discipline. Enrollment at the University of North Texas is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. Additional information can be found in the Code of Student Conduct. Additional information can be found in the [Code of Student Conduct.](http://studentaffairs.unt.edu/sites/default/files/pdf/code_of_student_conduct.pdf)

### **Academic Honesty Policy:**

Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy [student misconduct](http://www.unt.edu/csrr/student_conduct/misconduct.html), misconduct for which students are subject to discipline falls into the following categories:

1. *Acts of Dishonesty, including but not limited to:* 
   1. *Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:* 
      1. *use of any unauthorized assistance in taking quizzes, tests, or examinations;*
      2. *dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;*
      3. *the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;*
      4. *dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);*
      5. *any other act designed to give a student an unfair advantage.*
   2. *Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:* 
      1. *the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or*
      2. *the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.*

Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit: [student misconduct](http://www.unt.edu/csrr/student_conduct/misconduct.html)

### **Add/Drop Policy:**

Please refer to the [Office of the Registrar](http://registrar.unt.edu/registration/fall-add-drop) regarding the Add/Drop Policy.

### **Important Notice for F-1 Students taking Distance Education Courses:**

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at [Code of Federal Regulations](http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml). The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document: [Code of Federal Regulations](http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml)

*The paragraph reads:*

*(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.*

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

## **TECHNICAL REQUIREMENTS/ASSISTANCE**

THE FOLLOWING INFORMATION HAS BEEN PROVIDED TO ASSIST YOU IN PREPARATION FOR THE TECHNOLOGICAL ASPECT OF THE COURSE.

Please familiarize yourself with the technical requirements to complete this online course:

* Hardware and Software requirements for Canvas (Links to an external site.)
* Canvas Browser Check (Links to an external site.)

### **Minimum Technical Skills Needed:**

* Sending and receiving email
* Creating, sending, and receiving Microsoft Word documents
* Posting to discussion boards
* Printing Word documents OR opening and printing pdf files.

### **Student Support:**

### **UIT Help Desk**

* Website: [Helpdesk](http://it.unt.edu/helpdesk%20)
* Phone: 940-565-2324
* Email: helpdesk@unt.edu
* Walk-In Support at Sage Hall, Room 330D, M-F
* Hours and availability are available on their website, so be sure to check this information!
* UNT Student Support Service

## **ACCESS & NAVIGATION**

### **Access and Log in Information:**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to: [instructure.com](https://www.unt.instructure.com/)

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [ams](http://ams.unt.edu/)

### **Student Resources:**

As a student, you will have access to:

Student Orientation via Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

From within Canvas, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

## **Course Schedule**

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| --- | --- | --- | --- | --- |
| **1** | 1/22 | Overview  of Mental Illnesses;  Stigma & Myths | Course Text - Chapter 1 | Discussion Board 1  10 points |
| **2** | 1/29 | Living with  Mental Illness | All Module 2 Materials;  Chapter 2 | Web Exercise 1  20 points |
| **3** | 2/5 | What is Psychiatric  Rehabilitation? | All Module 3Materials | Discussion Board 2  10 points |
| **4** | 2/12 | Rehabilitation Goals &  Finding Strengths | All Module 4Materials;  Chapter 4 | **Quiz 1**  **10 points** |
| **5** | 2/19 | Understanding PsyR  Methods | All Module 5Materials;  Chapter 5 | Web Exercise 2  20 points |
| **6** | 2/26 | Health and Wellness | All Module 6Materials;  Chapter 6 | Case Study 1  25 points |
| **7** | 3/4 | PsyR Day Programming | All Module 7  Materials; Chapter 7 |  |
| **8** | 3/11 | Spring Break | Spring Break | Spring Break |
| **9** | 3/18 | Case Management and  ACT | All Module 8 Learning Materials; Chapter 8 | Discussion board 3  10 points |
| **10** | 3/25 | Supported Employment | All Module 9 Materials;  Chapter 9 | Quiz 2  10 points |
| **11** | 4/1 | Supported Education | All Module 10  Materials; Chapter 10 |  |
| **12** | 4/8 | Social Supports: Peers  And Self Help | All Module 11  Materials; Chapter 12 | Case Study 2  25 points |
| **13** | 4/15 | Residential & Independent  Living Programs | All Module 12  Materials; Chapter 12 | Web exercise 3  20 points |
| **14** | 4/22 | The Role of Family  In PsyR.& PsyR.  Hospital Service | All Module 14  Materials Chapter 14 | **Quiz 3**  **10 points** |
| **15** | 4/29 | Community Integration  & Future Practices | All Learning Module 15  Materials; Chapter 15 | Discussion Board 4  10 points |
| **16** | 5/6 |  | **FINALS WEEK** | Final Exam – ONLINE – DUE 5/6 by 11:59 p.m.  50 points |