RHAB 5732
Principles of Psychiatric Rehabilitation and Recovery
FALL 2016

Instructor: Dalia Chowdhury, Ph.D., CRC, CADC, LPC
Email: Dalia.Chowdhury@unt.edu
Virtual Office Hours: Wednesday/Thursday 10 a.m. – 2 p.m. via Skype or, face to face by appointment

Course Time/ Location: Online through Blackboard Learning Platform

Course Description
The primary focus of this course is on the adult diagnosed with severe and persistent psychiatric disabilities that interfere with functioning in work, educational and social roles in the community. The course examines evidence-based practices, the DSM-V diagnostic process, planning and interventions used in psychiatric and mental health services, as well as the individual, program, cultural and systems variables that affect the recovery of people with severe and persistent mental illnesses. A particular focus is on the recovery process and psychiatric vocational rehabilitation interventions.

Prerequisites:
There are no prerequisites for this course.

Course Objectives:
The course objectives are developed to focus student learning on approved learning outcomes. By meeting objectives in this course, students will also be able to demonstrate the following CORE Educational Standards:

At completion of the course, the student will meet the following objectives:

1. Identify a framework for a comprehensive approach to treatment, rehabilitation, and recovery of people with psychiatric disabilities while recognizing individual, program, and system-level strategies for meeting the needs of culturally diverse individuals with psychiatric disabilities. C.1.1.b, C.1.6.a &b.
2. Recognize the impact of various mental health and co-occurring conditions on the individual’s functioning in preferred roles. C.5.2.b.
3. Review the experience of mental health conditions and the impact of stigma and societal responses on the individual and identify the roles of relationship, empowerment, and advocacy in facilitating recovery. C.9.3.a-d.
4. Apply treatment and psychiatric rehabilitation principles to conduct individualized and relevant diagnosis, goal-setting and assessment. C.10.8.
5. Identify major components of individualized rehabilitation plans and interventions and the role of employment in the recovery process, as well as the systems and policy issues that impact program delivery and individual goal achievement. C.5.2.a, & c.

Course Format, Methods and Activities:
Course activities will include assigned readings, lectures, discussion, video demonstrations, and practice exercises. One of the legacies of Carl Rogers is his book On Becoming a Person. Some of his thinking in this regard seems quite relevant to multicultural counselors and therapists. “On becoming a multiculturally competent & responsive counselor” is a phrase that one is reminded of as we embark upon this semester’s journey. It is important to keep in mind that the journey does not end once the semester is over, but is a lifelong one. It is also important to note that discussing culture is a very personal experience, as we are all cultural...
beings with multiple identities; it is expected that our emotional capacities as well as our intellectual will be expanded. Both aspects of ourselves will need to be invested as we embark on this experience. It is anticipated that the following course requirements will contribute to the journey this semester.

To help foster this growth and our sense of community, we will meet as a class on-line three times during the semester. Participation for the introduction and debriefing meetings will serve as extra-credit in the course. The 3rd meeting will serve as one of our “discussion board” assignments and active participation will be graded.

**Required Text**

**Required Texts and Readings**


**Supplemental Readings:**

Are required and will be provided via our Blackboard Learn site in the corresponding weekly module.

**COURSE COMMUNICATION**

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

**Grading** - Most assignments will be updated in the Gradebook 1 week after their due date. Papers and some web exercise assignments will generally take 2 weeks to be updated after their due date. **I do not provide extra credit or make up assignments. If you miss a due date of an assignment, you will receive an automatic zero grade. However, there are exceptional circumstances, and in case such a situation happens, you will provide me with adequate paperwork explaining why you could not complete the assignment in 7 days.**

**Communication** - You can reach me or other course students directly using the course E-mail tool. It will generally take me anywhere from 24-48 hours to respond to your e-mail. 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 course communication 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 Blackboard 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***

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 the Course Overview link in our course, and includes tips for the best ways to discuss an individual’s disability in the most culturally responsive manner.
What Should Students Do First? Students should access the “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: Our course week begins on Monday and ends on Sunday. 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 prior to the due date. All weekly assignments must be completed by Sunday at 11:59 p.m. of the week they are assigned.

TECHNICAL REQUIREMENTS/ASSISTANCE

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

- UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
- Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
- Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
- Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
- Necessary plug-ins: http://goo.gl/1lsVF

You will need:
- Internet Access with compatible web browser – Google Chrome, Firefox or Safari are recommended.
- Headset/Microphone (if required for synchronous discussions/live discussions)
- Word Processor with software for MS Word or .rtf for paper and assignment submission. All documents must be submitted as MS Word or .rtf documents.

Minimum Technical Skills Needed:
- Using the Blackboard Learn learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Downloading and installing software

Student Support:
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
- Email: helpdesk@unt.edu
- Phone: 940.565-2324
- In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website: http://www.unt.edu/helpdesk/hours.htm for updated hours.

ACCESS & NAVIGATION

Access and Log in Information: This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu

You will need your EUID and password to log in to the course and to access some of the readings and videos in the Weekly Learning Modules. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.
Student Resources: As a student, you will have access to:
- **Student Orientation via Blackboard Learn.** It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- **Blackboard’s On Demand Learning Center for Students.** It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

Being a Successful Online Student
- [What Makes a Successful Online Student?](#)
- [Self-Evaluation for Potential Online Students](#)

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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 Sunday at 11:59 p.m.

**Discussion Boards (4 @ 20 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 Assignments folder at our course Blackboard site. *These exercises will address Course Learning Objectives #1, #3, & #5.*

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 two 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.

**Psych Rehab Site Visit and Report (100 points):** There is tremendous value in learning from and networking with community rehabilitation practitioners on “the front lines.” Choose an organization that you might have some interest in learning more about. Try to choose an organization that is within a self-help peer support or family support framework. You are to contact the agency and request a visit. As best as possible (HIPAA regulations may be prohibitive), try to secure a visit that will allow you to visit while consumers are present. Schedule your interview to meet with the director or manager of a program/center/organization. Potential agencies include: Clubhouses, Day Treatment Programs, Independent Living Centers, Supported Employment Programs, local branches of national associations and Wellness, Recovery and Action (WRAP) programs. *This exercise will address course learning objectives #1, #2 & #3.*

Examples include:
- Alliance of Mental Illness local chapter meeting (Flower Mound Psychoeducational Groups)
- Tarrant County Mental Health Association
- Austin Street Centre - Dallas
- Sante Center for Healing
- JOB FIT at UNT
- Salvation Army – Denton Corps
- PLAN of North Texas
- The Well Community
- Skyview Living Center of Denton
- The Collegiate Recovery Program
- The Counseling Center at UNT

While at the visit, inquire about the services provided, descriptive information on the individuals served, information regarding the staff qualifications and backgrounds, and any information regarding the success rates for the agency programs. Your paper should be 5 pages, and in APA format. The paper should describe a) where
you went and who you interacted with, b) why you selected that site, c) the issues/challenges that were discussed related to recovery and rehabilitation (feel free to reference course materials or other sources to highlight those challenges) and d) you should also describe your own reflections on the impact the visit had on your previously held perceptions and ideas about services for individuals with mental illnesses.

**Research Project (220 points)**

Write a graduate-level research paper, 12-15 pages, on a psychiatric rehabilitation or recovery topic that is relevant to the vocational development of people with psychiatric disabilities (100 points). This may involve examination of some aspect of individuals, programs, or systems issues. A thorough review of the literature on this topic, analysis and summary of the main points of the review, should be included. This paper should be formatted according to the 6th edition of the APA Publication Manual. *This exercise will address course learning objectives #1 & #5.*

This paper is intended to help you develop a level of depth of information concerning the best practices for service special populations of individuals with mental illnesses, systems or programs. This may include individuals with dual-diagnoses, Veterans with mental illnesses, persons of color with mental illnesses, women with mental illnesses, individuals who are homeless with mental illnesses, etc. The paper should reflect your ability to think critically about issues affecting individuals with mental illnesses (see Critical Thinking guidelines).

First, students will submit a **Research Draft Abstract** (20 points) of the research topic they are planning to focus on during week 4 of the course. The draft abstract should provide an overview of your topic and should include at least 3 peer-reviewed resources (include references cited page). Your abstract should detail, your research topic, research questions, and anticipated conclusions. You may also include possible implications of your research and future work you see connected with your findings. The draft abstract should be approximately 250 – 300 words. You will submit the abstract through the *Turn It In* link during week 5, at our course Blackboard site.

Once you receive approval for your research topic, your paper should be organized as follows:

1. Describe the special population and/or unique situation of concern, including the scope of the problem and need for the intervention.

2. Review literature which suggests best practices for service provision with special attention toward those principles and/or strategies that might address the problem.

3. Discuss the implications for rehabilitation counselors and other related practitioners.

Students will also develop a **PowerPoint presentation** (100 points) to be posted to the course reviewing the findings of their papers for their peers. The presentations will be judged on thoroughness and relation to the topic. This will be worth 100 points. The presentation rubric is available for you to review within the assignment link at our course Blackboard site.

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](http://wscutproject.wsu.edu/ctr.htm)

Critical thinking identifies and summarizes the problem/question at issue (and/or the source's position).
7. Identifies and presents the STUDENT’S OWN perspective and position as it is important to the analysis of the issue.
8. Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.
9. Identifies and assesses the key assumptions.
10. Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.
11. Identifies and considers the influence of the context of the issue.
12. Identifies and assesses conclusions, implications and consequences.

Case Studies (4 @ 50 points each)
Two case studies will be assigned throughout the duration of the course. Each case study is worth a maximum of 25 points. Students are encouraged to give each case careful consideration and answer as completely and descriptively as possible. Any material referenced from the text or other sources, must be cited properly. These exercises will address course learning objectives #2 & #4

Course Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (4)</td>
<td>80</td>
</tr>
<tr>
<td>Psych Rehab Site Visit and Report</td>
<td>100</td>
</tr>
<tr>
<td>Research Draft Abstract</td>
<td>20</td>
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<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Case Studies (4)</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
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</tbody>
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Grades: A= 600-540, B=539-480, C=479-420, Below 420 is F.

COURSE POLICIES

Class Participation: Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard 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, reports and assignments submitted in this course must follow the American Psychological Association Publication Manual (6th 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:** I do not accept late work. Any late work will automatically get 0. Make sure that you submit on time. Any extenuating circumstance should be backed up with paperwork that will justify your inability to submit work within the entire period assigned. It is your responsibility to notify the instructor as soon as possible of known/upcoming absences that will impact your timely submission.

**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.
(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, Social Work, and Addictions is committed to full academic access for all qualified students. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 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 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 Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 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 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.

**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: http://www.unt.edu/csrr/student_conduct/misconduct.html, misconduct for which students are subject to discipline falls into the following categories:

- Acts of Dishonesty, including but not limited to:
  - Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:
    - A. use of any unauthorized assistance in taking quizzes, tests, or examinations;
    - B. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
    - C. the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;
    - D. 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);
    - E. any other act designed to give a student an unfair advantage. Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:
    - F. 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
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: http://www.unt.edu/csrr/student_conduct/index.html

ADA Policy: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Add/Drop Policy: Please refer to the Office of the Registrar regarding the Add/Drop Policy.

Important Notice for F-1 Students taking Distance Education Courses: Federal Regulation
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
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Readings</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29-9/4</td>
<td>Course Overview, Introduction to personal value issues in counseling and psychiatric rehabilitation</td>
<td>Blackboard Readings</td>
<td>Psych Rehab Knowledge and Skills Pre-Test DB1(20points)</td>
</tr>
<tr>
<td>9/5-9/11</td>
<td>Mental Health: Treatment, Rehabilitation, &amp; Recovery</td>
<td>Corrigan Ch 1, 2 Blackboard Readings</td>
<td>Site Visit planning</td>
</tr>
<tr>
<td>9/12-9/18</td>
<td>Psychiatric Rehabilitation (PR) &amp; Recovery Principles and Culturally Competent Practice</td>
<td>Corrigan Ch 3, 20 Blackboard Readings</td>
<td>DB 2(20 points)</td>
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<tr>
<td>9/19-9/25</td>
<td>Psychopathology and Diagnosis</td>
<td>Blackboard Readings</td>
<td>Draft Research Paper (20 points)</td>
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<td>9/26-10/2</td>
<td>Rehabilitation Assessment, Diagnosis and Diagnostic Impact of Mental Illnesses; Personalizing Assessment and Developing Interventions</td>
<td>Corrigan Ch 4, 6 F &amp; B Ch 4,5,6</td>
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<tr>
<td>10/3-10/9</td>
<td>Managing Life with a Psychiatric Disability</td>
<td>Corrigan Ch 5 Blackboard Readings</td>
<td>Case Study 1(50 points)</td>
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<td>10/10-10/16</td>
<td>Disclosure &amp; Stigma Discrimination</td>
<td>Corrigan Ch 19 Blackboard Readings</td>
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<td>10/17-10/23</td>
<td>Community Visit to Psychiatric Rehab Facility</td>
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<td>Case Study 2(50 points)</td>
</tr>
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<td>10/24-10/30</td>
<td>Identifying Needs, Setting Goals, and Making Decisions</td>
<td>Corrigan Ch 6</td>
<td>Site Visit Paper Due(100)</td>
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<td>10/31-11/6</td>
<td>Achieving Meaningful Work – Vocational Impact</td>
<td>Corrigan, Ch 9 F&amp;B, Ch 1,2 &amp; 7 Readings</td>
<td>Discussion Board 3(20)</td>
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<td>11/7-11/13</td>
<td>Family and Social Supports</td>
<td>F&amp;B Ch 10-11, Blackboard Readings</td>
<td>Case Study 3(50)</td>
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<td>11/14-11/20</td>
<td>Substance Use and Dual-Diagnoses</td>
<td>Corrigan, Ch 15 Blackboard Readings</td>
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<tr>
<td>11/21-11/27</td>
<td>Youth mental health and other emerging challenges</td>
<td>Happy Thanksgiving! Power Points Presentations (100)</td>
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</tr>
<tr>
<td>11/28-12/4</td>
<td>Health, Wellness and Spirituality</td>
<td>Corrigan, Ch 16 Blackboard Readings</td>
<td>Discussion Bd 4(20)</td>
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<tr>
<td>12/5-12/11</td>
<td>Navigating Systems Barriers to Achieving Life Roles</td>
<td>Text Ch 21</td>
<td>Case Study 4(50) Psych Rehab Knowledge and Skills Post-Test</td>
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<tr>
<td>12/12-12/18</td>
<td>Finals Week</td>
<td>Research Paper</td>
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