Course: 19:910:517 Clinical Social Work: Mental Health – Section XXXXXX
Time:
Location:

Instructor:
E-mail:
Course Website:
Office Hours:

I. Catalog Course Description
Contemporary interventions with clients with severe psychiatric disorders and their families, in institutional and community settings. Topics include: intervention techniques with the more severe and chronic forms of psychiatric disorder as defined in DSM 5; psychotropic medications; case management; the treatment orientations to care; and special issues in work with children and adolescents.

II. Course Overview
This course is designed to prepare students for working with adults with serious mental illness (SMI) in institutional and community settings. It begins by setting a context for contemporary mental health care delivery by describing our current understanding of SMI—both from the objective perspective of the field and from the subjective perspective of persons and their families struggling with SMI. After describing major models of community-based services and the policy environment that shapes them, the course turns its attention to the central tasks of relationship development, ethical decision-making, assessment of client needs and strengths, and treatment planning. The second half of the course focuses on specific types of intervention, such as skills training, vocational rehabilitation, and medication management. Additionally, the course attends to the needs of persons with SMI who also struggle with problematic substance use and/or trauma histories and examine perspectives of and interventions for families of persons with SMI. Throughout the course, relevant theoretical orientations will be used to examine problems, issues, and interventions, and attention will be paid to maximizing treatment collaboration and client self-determination as well as working with clients from diverse cultural backgrounds.

III. Place of Course in Program
This is an elective in the Advanced Year program. Enrollment in Advanced Direct Practice I (19:910:511) is a pre- or co-requisite. Students will have successfully completed the Professional Foundation year as prerequisite. A psychopathology course is also recommended as a prerequisite.
IV. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Brief Definition</th>
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<tbody>
<tr>
<td>Engage In Practice-informed Research and Research-informed Practice</td>
<td>Clinical social workers rely on the scholarly literature to guide their practice, and they are aware of the most current evidence-informed practices. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to marginalized populations.</td>
</tr>
<tr>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients’ strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment.</td>
</tr>
<tr>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Clinical social workers select effective modalities for intervention based on the extant research as well as the client’s cultural background. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans.</td>
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</tbody>
</table>

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

(Note: Faculty, please add brief statement that highlights the alignment of the course learning goals with the competencies/program level learning goals above)

Upon completion of this course, students will be able to: (Note: Faculty please use active language, per Bloom’s taxonomy)

1. Understand and apply relevant and effective intervention strategies for clients with serious
mental illness.

2. Recognize the ways that biological, psychological, and social factors affect the experience and severe mental disorder and to understand how these factors affect client functioning and outcomes.

3. Demonstrate understanding of how mental illness is experienced by individuals affected by it.

4. Demonstrate the ability to formulate assessments of clients with serious mental illness, incorporating clinical aspects, contextual factors, and client strengths in addition to the conceptualization of problems and dysfunction.

5. Understand ethical issues involved in intervention.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Readings

Texts: available at the Rutgers Bookstore


Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions please click here for a video tutorial.

VIII. Assignments

Written and oral assignments are described below. In all assignments it is expected that you will:

- Address each aspect of the assignment.
• Present a thoughtful analysis.
• Present your ideas in a clear and organized manner.
• Submit assignments that are free of spelling, punctuation, and grammatical errors.
• Support and substantiate your ideas by outside literature where appropriate.

To document references cited in a paper, please use the guidelines of the American Psychological Association (see Publication Manual of the APA, 7th edition). Please double space, use a 12-point font, 1-inch margins, and follow page guidelines.

Assignments will be graded according to all aspects outlined above. If you are unclear about any part of an assignment, I encourage you to discuss it with me well before the assignment is due. In fairness to all students, assignment deadlines are firm. Please contact the instructor if there are extenuating circumstances that justify an extension.

Please upload an electronic copy of the assignment to the Canvas website by 6:00pm on the day due.

**Assignment 1: Instructors choose 1a or 1b**

**Assignment 1a: Reading Reaction Papers (1/3 of course grade)**

5 papers total – The first is due the first week of class. The rest are due 4 additional times during the semester. You choose which of the other units you will write about. The papers are due in HARD COPY at the beginning of class the day the unit is scheduled to be discussed in class. No late papers will be accepted.

These papers should represent a summary of key ideas and your reaction to the assigned readings/video. If the assigned readings include a personal experience/memoir, incorporate your reaction to the memoir in the analysis as well as how it relates to other reading in that unit. The memoirs/personal experience will noted with an asterisk * on the syllabus. *(approx. 2 pages)*

Graded Pass/Fail based on the criteria below.

Pass = 6 points; Fail = 0 points

6 points possible for each of the 5 papers = 30 points total

<table>
<thead>
<tr>
<th>Covers all aspects of assignment</th>
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<tr>
<td>• Key ideas from each of the readings are briefly summarized, connected and/or contrasted</td>
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<tr>
<td>• Reflections on the content area are made and related to professional and/or personal experience</td>
</tr>
<tr>
<td>Literature is cited appropriately; Written in clear/organized manner; Free of grammatical, spelling, punctuation errors</td>
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**1b. Book Review Essay (5-7 pages), 1/3 of course grade**

For this assignment, you are asked to read a memoir written by an individual affected by serious mental illness (either as a consumer or family member) and to write an essay that is both a review and a critical response. The purpose of this assignment is to enhance your understanding of the subjective experience of SMI, and to encourage you to consider the challenges to practice and service delivery exemplified by these narratives.
Prepare your essay in a style you prefer (you may wish to peruse examples of book reviews or other writings in professional journals), however, keep in mind the following points. Although a summary of the book is necessary to set a context for the reader, you should accomplish it succinctly so as to allow sufficient room for critical response and analysis. Your analysis should a) describe the utility of the text for broadening your knowledge about SMI; and b) explore the ways in which course material and topics intersect with issues raised in the memoir. You may choose to focus on a specific issue (for example, housing or medication adherence) or to highlight several issues that are of importance or particular interest to you. In discussing your chosen issue(s), please include practice implications. What interventions and practice issues are discussed in the book? Are there important practice issues and interventions that are omitted or neglected? If you were a service provider for the person with SMI or his or her family, what would be your focus and how would you intervene?

A list of possible memoirs to use for this assignment will be provided. Alternative memoirs may be used with permission of instructor.

**Book Review Essay Rubric – 30 points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Summary summarizes the account in a way that displays knowledge and expression of the key events, while avoiding excessive detail.</td>
<td>10 points</td>
</tr>
<tr>
<td>Critical analysis raises important issues regarding practice application, limitations of the account, and alignment with other course themes.</td>
<td>10 points</td>
</tr>
<tr>
<td>Literature is cited appropriately; Written in clear/organized manner; Free of grammatical, spelling, punctuation errors.</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**Assignment 2: Group Presentation (1/3 of course grade)**

You will be assigned to a small group in order to plan a 45-minute class discussion and activity based on an evidence-based intervention topic covered in the latter half of the course. The presentation and accompanying documentation are due the day the topic is scheduled to be discussed in class. Topics include:

- Family Psychoeducation and Support Interventions
- Psychological Interventions
- Treatment of Co-Occurring Substance Use
- Illness Self-Management
- Vocational rehabilitation and supported education

Directions for the presentation are:

a. Together with your assigned group, choose a specific intervention or treatment model that falls within your assigned topic area. For example, multifamily groups are one type of family psychoeducation and support intervention. Motivational interviewing is one type of intervention for the treatment of co-occurring substance use.

b. Provide a brief overview of the intervention, an explication of its theorized mechanism of action and a review of the evidence in support of its effectiveness with people who have serious mental illness (including its applicability to different cultural groups). Length Guideline: no more than 20 minutes
c. Present a case example, exercise, or role-play that helps demonstrate the use of the intervention for the class. Be sure to discuss how the intervention would be evaluated if used with an individual, group, or family. Length Guideline: 25-30 minutes

d. Following your presentation, please submit copies of any materials used, a bibliography, and a description of each group member’s role in preparing the presentation, signed by all group members. These materials are due on the day of your scheduled presentation.

Grading Rubric - Group Presentation – 30 points
1) Specific intervention chosen? (2 points)
2) Brief overview of intervention given? (5 points)
3) Theorized mechanism of action explicated? (5 points)
4) Sufficient review of the evidence in support of effectiveness with SMI population provided? (5 points)
5) Addressed applicability to different cultural groups? (5 points)
6) Provided case example/exercise/role play that demonstrates the use of the intervention? (5 points)
7) Copies of materials used/bibliography/description of each members’ role in preparing presentation uploaded the day of the presentation? (3 points)

Assignment 3: Evidence-Based Assessment and Treatment Plan (approx. length 12-15 pages), 1/3rd of course grade
For this assignment, you are asked to choose a client* with whom you are currently working or who is described in a case scenario (I will give you some possible suggestions for where to find case scenarios). Please select a problem area (e.g., social isolation, problematic substance use, obesity/weight gain, estrangement from family) that is of importance to the client (e.g., it represents a goal that he or she cares about) and represents a substantive topic about which you are interested in learning more.

The written assignment contains several components, all presented in paper form (not bullets or a numbered form). Using headings may be a useful way to organize the sections, however. Please upload an electronic copy of each part of the assignment to the Dropbox (before class) on the day that it is due. The final version, uploaded to Dropbox as a single document, is due.

PART 1 – BACKGROUND (1-2 pages)
DRAFT due
Introduce your client and provide some background about the client and his or her psychiatric history to set up your assessment. In what capacity are you working with him or her, and how long have you been working together? It may be helpful to give a brief history of your client’s experience in the mental health system, to provide context. If you are working with the client this semester, feel free to add more to this section as you get to know him/her better, before you submit the final version.

PART 2 – STRENGTHS & PROBLEM AREA ASSESSMENT (3-4 pages)
DRAFT due
Describe the problem area you plan to address with the client. Be as specific as possible in your description (antecedents, consequences, frequency, and duration of problem
areas/behaviors, etc.), drawing upon multiple sources of information that may be available: client’s perspective, your observations, case records, colleagues’ observations, and the perspective of family members and close friends. In other words, this section component is a detailed behavioral assessment of a particular problem area of the client. In addition, you should also assess and describe the client’s strengths. What resources (intrapersonal, interpersonal, social, community) are available to the client that may be of assistance in addressing the described problem?

PART 3 – EVIDENCE-BASED REVIEW OF POSSIBLE INTERVENTIONS (3-4 pages)

DRAFT due

1. Examine possible interventions for this problem area from an evidence-based perspective. This requires that you do a relatively detailed literature search on various appropriate treatments and discuss the empirical evidence supportive of each intervention you found. Is there a particular intervention or treatment modality that is considered most effective or “best practice” for this problem area? The quality of the evidence base as described in the literature should be summarized and taken into account in your assessment of the literature.

PART 4 – DISCUSSION OF INTERVENTIONS IN CONTEXT (3-4 pages)

DRAFT due

1. Now, bring this back to the case. Discuss the applicability of the interventions you have described for a) your particular client; and b) the particular agency context in which you work with the client. Would your client be accepting of and engage in the treatment? Does he or she experience impairments or difficulties that would impede the success of the intervention? What about environmental barriers (agency culture and philosophy, resource limitations, etc.)? Balancing the ideal (as depicted by the research literature) and the reality of your situation, which intervention(s) would you recommend? Applicability (age, gender, cultural background) of each intervention to clients similar to the focal subject of your paper should also be discussed.

PART 5 – TREATMENT PLAN (1-2 pages)

We will work on this in class

Finally, conclude with a specific treatment plan, implementing the chosen intervention for the problem area for this client. It should include: a) short-term goals; b) long-term goals; and c) specific methods to be used for attaining these goals. Importantly, your goals and interventions must be written with enough specificity to enable others (for example, co-workers) to be able to implement the interventions and to evaluate their success.

*If you are not currently in a field placement or are not working with an appropriate client, please discuss alternative options with your instructor.

Final Paper Grading Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Point range</th>
<th>Areas to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of client</td>
<td>0-6</td>
<td>The case, including basic data about the client and his or her psychiatric history, is clearly laid out but avoids exhaustive or unnecessary detail. Your role</td>
</tr>
</tbody>
</table>
Assessment of problem area 0-6 | The focal problem of interest to this paper should be detailed using principles of functional analysis (frequency, duration, antecedents, consequences). The client’s perspective (if known) on the problem should be discussed, as should the strengths and resources of the client and/or the client’s situation.

Evidence-based review 0-6 | This section should demonstrate effort in searching the literature for appropriate interventions for the problem area. The quality of the evidence base as described in the literature should be summarized and taken into account in your assessment of the literature. Attention is paid to the applicability (age, gender, cultural background) of each intervention to clients similar to the focal subject of your paper.

Treatment plan 0-6 | This section should discuss to what degree the identified interventions are suitable, culturally congruent, and acceptable to the focal client, and which ones are feasible in the context of this case. The treatment plan should be clearly laid out to take these contextual factors into account and should distinguish between: 1) overall goals; 2) objectives or short term goals; 3) interventions and methods that will be used to achieve goals. In keeping with the social work value of client self-determination, the treatment plan should demonstrate recovery-oriented practices of collaboration and client-centeredness.

Writing Quality 0-6 | The paper should be clearly written, with logical transitions, and should be free of grammatical, punctuation, and spelling errors. APA citation style should be used correctly and consistently. Students should take care to avoid direct quotation of material without appropriate source attribution.

**IX. Grading Standards**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.
B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grade cut-offs for all courses offered by the Rutgers Graduate School of Social Work (MSW) as follows:

A           92-100
B+         87-91
B           82-86
C+         77-81
C           70-76
F            0-69

*Scores to be rounded up at .5

X. Class participation and Participation Policies

This class will meet one time per week (any exception will be noted on the syllabus) and will consist of lectures, discussions, and other learning activities such as videos and role plays. The success and quality of time spent in class is a responsibility shared by all participants.

Attendance is required; leaving class early (without negotiating this with the instructor) does not meet the attendance requirement. If circumstances necessitate that a student miss a class or leave before the end of class, he/she must inform the instructor (by email or phone message) prior to that class. Students are expected to avoid distractions such as cell phones, instant/text messaging, email, websurfing, facebooking, or other electronic media during class time. Cell phones are not permitted to be used during class. All cell phones must be put away with no audible alarms or notifications.

Students are expected to complete assigned readings prior to class and to come prepared to actively participate. Arriving to class late or leaving early will be considered half attendance. In other words, coming to class late two times, leaving early two times or combination of coming late or leaving early will equal one absence. Three absences will lead to dropping one letter grade, 4 can lead to course failure.

XI. University Policies and Resources

Library Research Assistance
Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus  karen.hartman@rutgers.edu  p. 848-932-6104 ; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; Katie Anderson is at Camden, Robeson Library:
Writing Assistance
Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus
All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
[https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching](https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching)

Newark Campus
The Newark writing center is available for MSW students on the Newark campus by appointment.
[http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

Camden Campus
The Camden learning center provides writing assistance for MSW students on the Camden campus. [http://learn.camden.rutgers.edu/writing-assistance](http://learn.camden.rutgers.edu/writing-assistance)

Additional Online Resources
APA Style
All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at [APA Manual 9th Edition](https://www.apastyle.org/learn/faqs/index.aspx). The Purdue OWL website also provide assistance with APA style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Purdue OWL [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Purdue OWL Mechanics, grammar, organization [https://owl.english.purdue.edu/owl/section/1/](https://owl.english.purdue.edu/owl/section/1/)

Email Etiquette for Students
[https://owl.english.purdue.edu/owl/resource/694/01/](https://owl.english.purdue.edu/owl/resource/694/01/)

XII. Course Evaluation
Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIII. Academic Integrity
As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about
academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“**Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“**Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”
Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

**XIV. Disability Accommodation**
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

**Other Resources**
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus—http://rupd.rutgers.edu/shooter.php.
Schedule of Topics and Readings

Week 1:  READING REACTION PAPER #1 DUE
Introduction to Course
Service delivery context and key themes

CORRIGAN, Chapter 3: What is Psychiatric Rehabilitation?


Week 2:  ASSIGNMENT #3 – PART 1 DUE
Review of diagnostic issues
Psychiatric interviewing/risk assessment
Early identification and intervention

CORRIGAN, Chapter 1: Who Are People with Psychiatric Disabilities


Week 3:  ASSIGNMENT #3 – PART 2 DUE
Therapeutic skills, engagement, and alliance building


**Week 4:**
**Psychopharmacology and medication management**

**Adherence**

CORRIGAN, Chapter 8: Medications


Recommended:


**Week 5:**
**Ethical and social justice issues**

CORRIGAN Chapter 2: Stigma and Mental Illness
CORRIGAN Chapter 5: Erasing Stigma and Promoting Empowerment


Week 6:  
**Work on Group Presentations**

Come to class prepared to work on group presentations. Bring articles relevant to your group’s specific topic of study.

Week 7:  
**Housing and case management**

CORRIGAN Chapter 7: Care Coordination  
CORRIGAN Chapter 9: Housing and Citizenship


Week 8:  
**GROUP 1 presentation**  
**Family interventions**

CORRIGAN Chapter 11: Family Interventions


Week 9:  
**GROUP 2 presentation**  
**Psychological interventions: Applications of cognitive therapy**

CORRIGAN Chapter 12: Psychosis and Cognitive Challenges

Tai, S., & Turkington, D. (2009). The evolution of cognitive behavior therapy for schizophrenia:


**Week 10:** GROUP 3 presentation

**Treatment of co-occurring substance use**

CORRIGAN Chapter 16: Co-Occurring Mental Illness and Substance Abuse


**Week 11:** GROUP 4 presentation

**Illness self-management**

CORRIGAN Chapter 6: Illness and Wellness Self-Management


**Week 12:** GROUP 5 presentation

**Supported education and vocational rehabilitation**

CORRIGAN Chapter 10: Employment and Education


November 27 – NO CLASS

Week 13:
Assessment and treatment planning

ASSIGNMENT #3 - PARTS 3 & 4 DUE
[Will work on PART 5 in class]

CORRIGAN Chapter 4: Assessment


Week 14:
Peer support and consumers as providers

CORRIGAN Chapter 17: Peer supports and services


Week 15: Final version of ASSIGNMENT #3 DUE
Termination issues
Course synthesis and wrap-up