



**KENNEBEC VALLEY COMMUNITY COLLEGE  
FAIRFIELD, MAINE**

**Social Sciences Department**

**Approval Date: 5/20/15**

**Semester: Spring 2016**

<b>COURSE NUMBER:</b>	MHT124-OLA	<b>CREDIT HOURS:</b>	3
<b>COURSE TITLE:</b>	Psychosocial Rehabilitation	<b>CLOCK HOURS:</b>	45
<b>PREREQUISITES:</b>	None		
<b>CO-REQUISITES:</b>	None		

<b>INSTRUCTOR</b>	<b>VOICE MAIL</b>	<b>OFFICE</b>	<b>E-MAIL ADDRESS</b>
Wendy Warren	TBA	TBA	WWarren@kvcc.me.edu

**OFFICE HOURS:** TBA

**TEXTS:**

All course materials are being made available on Blackboard and in iTunes U.

**OTHER MATERIALS:**

TBA

**COURSE DESCRIPTION:**

This course is designed to assist the learner to frame the basic principles of psycho-social rehabilitation both from a historical and an application perspective. We will compare and contrast the traditional and psycho-social models and their varying degrees of failure and success.

**LEARNING OUTCOMES:**

Upon successful completion of this course, the student should be able to:

1. Identify theory, historical foundations, and methods of psychosocial rehabilitation.
2. Differentiate between clients requiring rehabilitation and those requiring habilitation.
3. Use and apply critical thinking skills to issues related to rehabilitation.
4. Network with all relevant services, vital to successful client social reintegration.
5. Demonstrate proficiency in information literacy\*\*.
6. Demonstrate proficiency in lifelong learning\*\*.
7. Demonstrate proficiency in effective communication through written communication (ELO)\*.

*\* Essential Learning Outcomes demonstrate skills and knowledge related to general education learning outcomes as defined by the college. Specific rubrics within the course are used to assess these outcomes.*

**COURSE CONTENT:**

The course is comprised of a series of Lessons which are outlined and scheduled across the semester. Detailed information on this Lessons are available in the course Bb website.

The Lessons are as follows:

- Lesson 1: Introduction to the Course
- Lesson 2: Goals, Values, Principles, and Practice of Psychosocial Rehabilitation
- Lesson 3: Alternative Models (Why diagnosis does not matter!)
- Lesson 4: Goals of PSR
- Lesson 5: Values of PSR
- Lesson 6: Principles of PSR
- Lesson 7: MHRT-C Course Review and PSR
- Lesson 8: History of PSR
- Lesson 9: Social Rehabilitation and Day Treatment
- Lesson 10 Vocational Rehabilitation
- Lesson 11: Residential Services and Housing
- Lesson 12: Educational Supports
- Lesson 13: Health, Mental Illness and Medication
- Lesson 14: Case Management
- Lesson 15: Supportive

## **COURSE ACTIVITIES:**

### **Lesson Plans**

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, quizzes (multiple choice, short answer, and essay questions), and assignments (written work submitted as an attached document in a “drop box”)

Each Lesson consists of:

- A Lesson Plan that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions, Assignments, or Quizzes that go along with that Lesson.

All the Lessons are located in the “Lessons” folder. Click on the Lessons link in the course Menu.

### **Online Discussions**

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Name	Online Discussion Rubric		
Description	This rubric can be used to standardize the grading of online discussions.		
Rubric Detail			
	Levels of Achievement		
Criteria	Non Performance	Needs Improvement	Meets Expectations
Main Post	<b>0 Points</b> No participation or main post does not address the prompt in the instructions	<b>20 Points</b> Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, claims are not substantiated with a reference.	<b>40 Points</b> Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, claims are substantiated with a reference.
Reply Post 1	<b>0 Points</b> No participation or response post does not contribute to the discussion	<b>10 Points</b> Reply post is present but meets the criteria only in a superficial manner.	<b>20 Points</b> Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.
Reply Post 2	<b>0 Points</b> No participation or response post does not contribute to the discussion	<b>10 Points</b> Reply post is present but meets the criteria only in a superficial manner.	<b>20 Points</b> Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.
Mechanics	<b>0 Points</b> No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	<b>10 Points</b> Errors in mechanics are minor, but are somewhat distracting from the message.	<b>20 Points</b> No substantial errors in spelling, grammar, and/or syntax, or APA Citations.

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

Please review the online document titled "Course Expectations and Policies"

## Lesson Quizzes

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific quiz. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Quizzes must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes as well.

*Extensions on the due dates for Quizzes may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.*

## Special Assignments

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes. (See the section on General Education Outcomes at the beginning of this syllabus)

- Information Literacy – Topic of Interest
- Written Communication – Feature Article
- Lifelong Learning – Program Review

It is critical that you review the information I have provided for each of these assignments in the course website. While the assignments are not particularly

### **GRADING:**

Grading for the course will be accomplished in the following manner (students must have grades in ALL aspects of the class in order to pass the class):

1. Graded Discussions	25 %
2. Lesson Quizzes/Assignments	50 %
3. Special Assignments	25 %

### **GRADING SCALE:**

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

Students who make arrangements for submitting work after the course is completed will be given a letter grade reflecting the work they HAVE done. I will not be submitting grades of “I” or “Incomplete”. When the student has completed the work that is missing I will then change the final grade accordingly. Considering the structure of this class I anticipate that I will be rarely making these sorts of accommodations and they

### **ATTENDANCE POLICY:**

Please review the online document titled “Course Expectations and Policies”

### **OTHER COURSE REQUIREMENTS:**

The MHRT/C is a competency-based certification. The following competencies associated with this course have been deemed by the Maine Department of Mental Health Services as necessary to work in the field.

<http://muskie.usm.maine.edu/cfl/MHRT/2008%20Guidelines.pdf>

1. Aware of outcomes-based research regarding people with psychiatric disabilities
2. Knowledgeable about collaborative planning with people with psychiatric disabilities including the following: goal setting, skill assessment and training, and linking with supports in the community
3. Identifies and respects consumer choice
4. Knowledge of generic community resources including available natural supports
5. Understands strategies that empower consumers

*These outcomes are assessed utilizing a specific set of assignments standardized within the context of the course.*

## **OTHER INFORMATION:**

Please review the online document titled “Course Expectations and Policies”

## **STUDENTS WITH DISABILITIES (2014)**

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

### ***If you are in need of an accommodation in this course:***

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019, [knormandin@kvcc.me.edu](mailto:knormandin@kvcc.me.edu)
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or [knormandin@kvcc.me.edu](mailto:knormandin@kvcc.me.edu)

## **NOTICE OF NON-DISCRIMINATION (2014):**

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.