Syllabus

MENTAL HEALTH REHABILITATION: BASIC CONCEPTS - 3801

Last update 13-11-2013

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Social Work

Academic year: 1

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Shirli Werner

Coordinator Email: shirli.werner@mail.huji.ac.il

Coordinator Office Hours: Monday 11-12 or upon request

Teaching Staff:
Dr. Shirli Werner
**Course/Module description:**

This course is an introduction to the field of disabilities in general and to the field of psychiatric rehabilitation in particular. The course will focus on trying to identify and define the field of psychiatric rehabilitation while providing a historical overview of the development of the field and its philosophy. We will focus on the values and goals of psychiatric rehabilitation as well as key concepts and basic psychiatric rehabilitation field, such as recovery and community integration. In addition, the course will review briefly the key factors affecting the rehabilitation community including individual, family, peers and society.

**Course/Module aims:**

1. Display theoretical models for understanding disability and limitations.
2. Present a comprehensive approach reviewing basic conceptual components of the field of psychiatric rehabilitation.
3. Knowledge of basic values and psychiatric rehabilitation approach.
4. Present the legal basis for the status of people with disabilities in the community.

**Learning outcomes - On successful completion of this module, students should be able to:**

1. Identifying and defining the field of psychiatric rehabilitation.
2. Describe theoretical models for understanding situations of limitation.
3. Describe the development of psychiatric rehabilitation in the world.
4. Assess and monitor the impact of family, peers and the law on the lives of people who are dealing with a psychiatric disability.
5. Identify and define the objectives, main principles and values that guide the field of psychiatric rehabilitation and to examine how these affect the solution for professional dilemmas in the field.

**Attendance requirements(%):**

100%

**Teaching arrangement and method of instruction:** Frontal lectures, movies, group discussions, active participation of students.

**Course/Module Content:**

- Models in disability and handicap.
- Historical perspective of psychiatric rehabilitation.
- Development of the psychiatric rehabilitation field in Israel.
- Law and policy - the Convention on the Rights of Persons with Disability.
Values and aims that stand in the basis of the psychiatric rehabilitation field.

Peer support group.
The role of the family in psychiatric rehabilitation.
Dual diagnosis of intellectual disability and mental illness.
Community integration.
Evidence-based practice.
Dilemmas in the field of psychiatric rehabilitation.

Required Reading:


**Townley, G., & Kloos, B. (2011).** Examining the psychological sense of community for individuals with serious mental illness residing in supported housing environments. *Community Mental Health Journal, 47*, 436-446.


Additional Reading Material:


תפקוד קבוצת השווים בשיקום


תפקוד המשפחות בתהליך בשיקום


אבחנה כפולה - תמיכה בקשרים עם אנשים עם פיגור שכלי


ישלים קאריל

סגל, ד. (2013). קידום שלוש הקארילות של אנשים עם מוגבלויות שבילית ואבחנה כפולה על ידי אנשי צוות תמיכה (צמודים לשני קארילות לוער מוסמך), האוניברסיטה העברית, ירושלים.


"システムymbosys על עדויות מחקר"

Course/Module evaluation:
End of year written/oral examination 85 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 15 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Instructions for submitting comments on the class website:
Throughout the year I'll post seven questions for discussion to the course website. Of all the questions you will have to answer four questions. The questions require you to read and apply the reading material. The answer has to be short and focused (not more than half a page) but it does need to show careful thought. The answer has to be posted on the discussion group on the course website. The discussion group is open to all participants and will be in the capability of the other students in the course to see your answers. Also, I may use your responses to enrich class discussion and I may ask you to present what you are saying in class. The questions go up to the site on Monday after the frontal lesson. The answers have to be on the site until the following Sunday at 8:00 am. To receive a passing grade there must be answers throughout the semester to four questions in depth and you have to submit the answer to the course in time. Answers will not be accepted if they are printed or via e-mail. Answers that do not show deep thought will not be marked.