

PSRT 6116 Seminar in Wellness and Recovery

Credits: 3 credits

Students can contact the instructor in several ways:

- (1) through the email system within Moodle (do *not* use the message function) or
- (2) through the Rutgers email system at swarbrma@shrp.rutgers.edu

Course Description

Wellness and recovery are emerging as important models for Psychiatric Rehabilitation practice, research and policy. The field of Psychiatric Rehabilitation has been incorporating these concepts as a means to empower people to gain understanding of their experiences and challenges and to take responsibility for their own well-being. This course is designed to provide advanced practitioners, graduate students, and researchers the opportunity to examine the values and principles underlying recovery and wellness models, and social determinants of health. This course will prepare students to recognize and evaluate recovery and wellness promotion models and available evidence supporting the effectiveness of these models. Finally, students will demonstrate the ability to apply wellness and recovery models to professional practice, policy, and research.

Course Goals

Students will explore strategies for researching recovery and wellness models and social determinants of health and how they can transform current **policy and practice**.

Course Objectives

Specifically, at the end of the course, students will be able to:

1. Identify the history of the recovery movement and recovery models including research, practice, and challenges to transformation efforts.
2. Identify and be able to access the range and relevance of wellness and health promotion models available for mental health recovery and strategies for further research and program evaluation.
3. Compare and contrast how social determinants of health affect mental health recovery and wellness, and be prepared to design and deliver effective services.
4. Identify and describe how personal health risk factors impact mental health recovery and wellness.
5. Apply critical thinking skills to select program evaluation and action research models to evaluate new and emerging recovery and wellness promotion models.
6. Apply the APA style of writing to clearly and concisely develop a wellness promotion program model and evaluation plan.

ONLINE COURSEWORK REQUIREMENTS:

Web Based Instruction

This is a 3-credit graduate course delivered via an online Course Management System (CMS) called Moodle. The mode of instruction is directed study. Directed study is an active learning method that emphasizes what the learner does, not the teacher. In this method, you engage the content via structured assignments and activities, i.e., you learn by doing the reading and assignments. Many students find that they do far more reading for online courses, since they cannot rely on listening in class to learn the information. You should be prepared to spend a minimum of **9 hours per week on this course**. This is consistent with the established standards of the Rutgers, which states that 3 or more hours of study per graduate credit hour is expected.

The instructor's role is to (1) design the assignments and activities to ensure active learning, (2) prepare you for and direct you in assignment completion, (3) provide you with feedback on your achievement and progress, and (4) promote collaboration among all students via structured discussion.

Web Based Course Requirements

To access this course on the Moodle site, go to <http://moodle.rutgers.edu> and enter your portal username and password credentials. You will be able to access Moodle directly at <http://moodle.rutgers.edu> and do NOT need to go through the my.umdnj.edu portal. Once you are logged into Moodle, you will see the category "Student Moodle Training" in the upper left hand corner of the page. You can submit a Helpdesk Service Request online through moodlehelp@umdnj.edu (9 am - 7 pm) or call Jamil Wilkins at (973) 972-9743 (Monday - Friday 8 am - 4 pm)

Computer Requirements

Students are required to have access to a PC computer, the Internet, JAVA enabled software and print capabilities from your computer. The Windows operating system is required for this course to operate at full functional capacity.

The recommended web browsers for Moodle are:

- Internet Explorer v. 6 and higher
- Mozilla Firefox v. 3 and higher
- Google Chrome (latest version)
- Safari (latest version)

Documents for the course will be provided in Microsoft Word®, PowerPoint®, and/or as a .pdf via the course website. Some course materials may include an audio component, so access to a computer with a speaker may be necessary. Technical requirements for use of the course website are available at: http://shrp.rutgers.edu/tech4sure/student_services.htm

Grading Criteria:

Class Discussion & Participation	25%
Wellness Assignment	25%
Recovery Module	25%
Wellness Project	25%

GRADE INTERPRETATION

GRADE	Numerical Range	Quality Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	72-76	2.0
D	65-71	1.0
F	0-64	0.0

I = Incomplete (*Note:* This grade is given only in extraordinary circumstances. Typically, failure to complete assignments will result in a failing grade.)

Grading Criteria Details

Class Discussion and Participation (25%): Students will be required to actively participate in discussion threads, by posting written responses answering weekly lesson questions (see below for additional details). Class Discussion and Participation grading will be based on the *quality* of participation through weekly postings as evidenced by student's ability to share relevant information based on readings, and contributing objective supportive feedback.

Class discussion thread quality factors include:

- continuous involvement throughout course includes the accuracy of statements made in response to posted questions or topics;
- the relevance of statements made to the topics under discussion;
- the logic of the statements or arguments raised in discussion; ability to build on other students' statements or arguments; and
- the degree to which dialogue is based on weekly lesson; willingness to consider opinions and views that differ from one's own.

Students may lose points if their posted written responses do not adhere to the above outlined discussion thread quality factors.

Recovery Module (25%): The Recovery Module will offer students the opportunity to conduct a self-directed research effort to access additional mental and substance use recovery models, resources and applications. The module should be composed based on formatting guidelines from the *American Psychological Association Publication Manual* (6th ed.). The **Recovery Module** is due October 6, 2014.

Wellness Plan (25%): This assignment will provide opportunities for students to critically examine methods for helping a person served (consumer, client) to develop a plan and adjust the approach based on individual needs, learning styles, and life situations. Students will have the opportunity to use a Wellness Planning tool to examine personal wellness and set their own personal wellness goal/plan. Students will develop and outline a 4-week wellness plan, including a method for self-monitoring progress. Students will then prepare a reflective summary based on their own personal experiences completing the assessment and following the plan. Students will consider and discuss how personal health risk factors and social determinants impact mental health recovery and wellness. Students will submit a copy of the fully completed wellness plan and a typed written reflection paper. The **Wellness Plan** is due November 18, 2014.

Wellness Project (25%): The Wellness Project will provide students the opportunity to develop a wellness program for a target population served. Students will examine how personal health risk factors and social determinants impact recovery and wellness for the target population, and clearly and concisely develop a wellness promotion program and evaluation plan. The Wellness Module should be composed based on formatting guidelines from the *American Psychological Association Publication Manual* (6th ed.). The final **Wellness Project** is due December 5, 2014. Sections will be due late October through late November (see Wellness Project assignment guidelines posted on Moodle)

Students should schedule one call by October 10 with the professor to review key assignments, ask questions, and propose a topic for the Wellness Project.

Feedback on Progress:

Students are provided with written feedback on assignments, modules, and participation. It is the responsibility of students to monitor their performance in light of the grade interpretation for the course. Students who are not making satisfactory progress should contact the instructor to discuss improving performance in the course.

FACULTY/ STUDENT HONOR CODE:

The faculty of Rutgers School of Health Related Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Refer to your SHRP Student Handbook at http://shrp.rutgers.edu/current_students/pdf/Handbook.pdf

COURSE EVALUATION:

The quality of this course is evaluated through student course evaluations completed at the end of the course and through the Department's peer review process. As part of the peer review process, other faculty from the Department may attend class sessions to observe the course.

STUDENT SERVICES & ACCOMMODATIONS

Student Services:

The Rutgers SHRP Office of Student Services (OSS) is devoted to providing support services that will assist students in their pursuit of ensuring personal and academic success. A variety of services are offered and extended to all SHRP students. They include but are not limited to academic tutoring, counseling services, college survival tips, Educational Opportunity Fund (E.O.F.), mental health services, and services for students with disabilities. For more information, visit the OSS website at

http://shrp.rutgers.edu/current_students/shrp_oss_home.html

or contact OSS by phone (973-972-7939) or by e-mail at OSAA@rutgers.edu

Accommodations:

Students who have a disability are encouraged to discuss requests for accommodation with the Instructor. In order to receive reasonable accommodations students should also contact the Rutgers Office of Student Services (see contact information above) to find out how to document their disability. If you will require a reasonable accommodation regarding assignments, class participation, or exams, you must initiate a discussion with the instructor prior to the need for accommodations. Additional information about services for students with disabilities is available at http://shrp.rutgers.edu/current_students/shrp_oss_ada.html.

Supports and services for students with psychiatric disabilities are also available through a Supported Education Program that is affiliated with the Department of Psychiatric Rehabilitation & Counseling Professions. To access services contact Michelle Mullen, by e-mail at mullenmi@umdnj.edu or by phone (908-889-2513).

ADDITIONAL INFORMATION ON COURSE REQUIREMENTS:

Class participation:

Class participation in the Moodle environment will be based on your participation in threaded discussions forums.

On-line lectures will be posted on Monday. You should make your first post each week **no later than Friday**. First postings made after Saturday will be subject to a reduction in grade. You have until Sunday at 10 PM to post additional responses. You are required to respond to the question posed by the instructor, and make at least 2 constructive replies to classmates each week.

Class Participation grading will be based on the *quality* of participation in structured discussion forums, as evidenced by student's ability to share relevant information based on readings, and contributing objective supportive feedback. Students may lose points if they do not prepare a written response to lesson questions or do not participate actively in the discussion threads.

Students are expected to schedule at least one phone call with the professor by October 10 to discuss *key assignments, including the Recovery Module, Wellness Plan, and topic proposal for the Wellness Project*. Students are encouraged to schedule 1-2 check in calls to assist in completing the Wellness Assignment and Wellness Project.

Structured Discussion Forums:

Lessons will be posted by Monday each week, and will include lecture information, assigned readings, and specific lesson questions that all students are expected to review in order to prepare and post responses. Students will post responses based on readings, lecture outlines, available resources, and personal experiences, when relevant. Students will be required to actively participate in discussion threads by posting written responses to others' posts.

More on Threaded Web Discussions

Although offered online, this course still places high value on class participation and interaction. To achieve this end, the course provides selected discussion topics linked to the course units. Students will be required to log into the course and complete the on-line lecture provided as well as any related readings or activities. You normally participate in group discussion by addressing the discussion question/topic posed by the instructor and commenting/responding to a group mate's response. Topics for discussion postings and questions will vary. Check the course schedule for discussion dates and topics.

If you want to receive full credit for a particular discussion, you should answer all the questions, read your classmates postings, and reply to your classmates *and* the instructor. Thus, you should check the discussion forums several times a week to keep up with the ongoing discussion threads. Discussion Forums will be "closed" 1 week after they are posted. After 1 week, you will no longer be able to add to a thread. If you have not contributed, it is like being absent—your class participation grade will be lowered and you will receive either reduced points or no points for that particular discussion.

Required Pre-Requisite Readings:

Students should have reviewed thoroughly the following articles and reports in other classes prior to taking this course.

- Anthony, W. A. (1993). Recovery from mental illness: the guiding vision of the mental health service system in the 1990s. *Psychosocial Rehabilitation Journal*, 16(4)11-23.
- Anthony, W. A. (2000). A recovery-oriented service system: Setting some system level standards. *Psychiatric Rehabilitation Journal*, 24(3) 11-23.
- Deegan, P. E. (1988). Recovery: The lived experience of rehabilitation. *Psychosocial Rehabilitation Journal*, 11, 11-19.
- State Mental Health Program Director Reports
 - http://www.nasmhpd.org/general_files/publications/med_directors_pubs/Technical%20Report%20on%20Morbidity%20and%20Mortality%20-%20Final%2011-06.pdf
 - http://www.nasmhpd.org/general_files/publications/med_directors_pubs/NASMHPD%20Medical%20Directors%20Health%20Indicators%20Report%2011-19-08.pdf
 - http://www.nasmhpd.org/general_files/publications/ntac_pubs/Phase%20II%20Mental%20Health%20Recovery.pdf
- White, W. (2009). Executive summary. Peer-based addiction recovery support: History, theory, practice, and scientific evaluation. *Counselor*, 10(5), 54-59.

Required Readings:

See details: **Schedule of Topic and Assigned Readings**

Week #	Schedule of Topics and Assignments
<p>1</p> <p>9/2</p>	<p>Topic: Overview of Course, Introductions</p> <ul style="list-style-type: none"> • <i>Review of Assignments and Course Expectations</i> • <i>Definition of Key Terms- Recovery, Wellness, Social Determinants of Health</i> • <i>History of Recovery Movement & Models</i> • <i>Wellness Movement & Models</i> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Swarbrick, M. (2012). A wellness approach to mental health recovery. In A. Rudnick (Ed), <i>Recovery of People with Mental Illness: Philosophical and Related Perspectives</i>. Oxford Press. • Anthony, W. A. (1993). Recovery from mental illness: the guiding vision of the mental health service system in the 1990s. <i>Psychosocial Rehabilitation Journal</i>, 16(4) 11-23. • Anthony, W. A. (2000). A recovery-oriented service system: Setting some system level standards. <i>Psychiatric Rehabilitation Journal</i>, 24(3) 11-23. • PowerPoint presentation: “<i>What is Recovery?</i>” • Swarbrick, M., & Yudof, J. (2014) <i>Wellness in eight dimensions</i>. Freehold, NJ: Collaborative Support Programs of NJ, Inc.
<p>2</p> <p>9/9</p>	<p>Topic: Recovery In Practice (Mental Health Recovery)</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Anthony, W. A. (1993). Recovery from mental illness: the guiding vision of the mental health service system in the 1990s. <i>Psychosocial Rehabilitation Journal</i>, 16(4) 11-23. • Anthony, W. A. (2000). A recovery-oriented service system: Setting some system level standards. <i>Psychiatric Rehabilitation Journal</i>, 24(3) 11-23. <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Deegan, P. E. (1988). Recovery: The lived experience of rehabilitation. <i>Psychosocial Rehabilitation Journal</i>, 11, 11-19. • PowerPoint presentation: “<i>Lived Experience</i>” • Operationalizing Recovery Oriented Systems http://www.samhsa.gov/recovery/docs/Expert-Panel-05222012.pdf • Recovery definition http://www.samhsa.gov/newsroom/advisories/1112223420.aspx

<p>3 9/16</p>	<p>Topic 1: Recovery Month/Wellness Week Topic 2: Recovery Oriented Systems of Care</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> Wellness Week- http://www.c-spanvideo.org/peggywarbrick Working definition of recovery: http://partnersforrecovery.samhsa.gov/docs/ROSCs_principles_elements_handout.pdf Recovery Oriented Systems of Care http://partnersforrecovery.samhsa.gov/docs/Guiding_Principles_Whitepaper.pdf “Why Recovery? Why now?” Opening Remarks at the 2012 UCLA / Betty Ford Institute First Annual Recovery Conference (William White) Recovery to Practice Website: http://www.samhsa.gov/recoverytopractice/AboutUs.aspx
<p>4 9/23</p>	<p>Topic 1: Mental Health & Addictions Recovery: Policy & Research Topic 2: Peer Support</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> Perspectives on the Use and Future of Peer Recovery Support Services http://facesandvoicesofrecovery.org/pdf/enews/PRSS_Consultation_Report.pdf White, W. (2009). Executive summary. Peer-based addiction recovery support: History, theory, practice, and scientific evaluation. <i>Counselor</i>, 10(5), 54-59.
<p>5 9/30</p>	<p>Due this week: Recovery Module / Propose Topic for Wellness Project</p> <ul style="list-style-type: none"> ✓ Recovery Module is due by October 6, 2014. ✓ Schedule phone call with instructor to discuss Wellness Plan and Wellness Project
<p>6 10/7</p>	<p>Topic: Why Wellness Matters</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> http://www.promoteacceptance.samhsa.gov/10by10/default.aspx Swarbrick, M. (2010). Defining Wellness. Words of Wellness. (download @ www.welltacc.org) Swarbrick, M., & Yudof, J. (2013) <i>Wellness in eight dimensions</i>, pp. 3-22. Freehold, NJ: Collaborative Support Programs of NJ, Inc. (download @ www.welltacc.org) Center for Mental Health Services. (2010). <i>The 10 by 10 Campaign: A National Wellness Action Plan to Improve Life Expectancy by 10 Years in 10 Years for People with Mental Illnesses</i>. HHS Publication No. (SMA) 10-4476. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. http://store.samhsa.gov/product/SMA10-4476 PowerPoint presentation: “Wellness”

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<p>Wk 6 (cont)</p>	<p><i>Other requirements:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wellness Planning Tool- Assessing Strengths & Exploring Motivation <input type="checkbox"/> Schedule call with instructor by October 10, 2014
<p>7 10/14</p>	<p>Topic: Wellness in Practice</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Center for Mental Health Services. (2010). <i>The 10 by 10 Campaign: A National Wellness Action Plan to Improve Life Expectancy by 10 Years in 10 Years for People with Mental Illnesses</i>. HHS Publication No. (SMA) 10-4476. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. http://store.samhsa.gov/product/SMA10-4476 • Swarbrick, M., & Yudof, J. (2013) <i>Wellness in eight dimensions</i>, pp. 3-22. Freehold, NJ: Collaborative Support Programs of NJ, Inc. (download @ www.welltacc.org) <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • National Prevention Strategy http://www.healthcare.gov/prevention/nphpphc/strategy/index.html • Healthy People 2020 http://www.healthypeople.gov/2020/default.aspx <p><i>Other requirements:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wellness Planning Tool – Setting a Priority and Goal
<p>8 10/21</p>	<p>Topic: Wellness in Practice</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Swarbrick, M., & Yudof, J. (2013) <i>Wellness in eight dimensions</i>, pp. 3-22. Freehold, NJ: Collaborative Support Programs of NJ, Inc. (download @ www.welltacc.org) <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Druss, B., & Reisinger-Walker, E. (2011). <i>Mental disorders and medical comorbidity</i>. The Synthesis Project <i>New Insights From Research Results</i>, pp. (2-26). Robert Wood Johnson Foundation. Emory University Synthesis Report NO. 21. ISSN 2155-718. http://www.rwjf.org/files/71883.mentalhealth.report.pdf • PowerPoint presentation: “Public Health” • <i>Other readings TBA</i> <p><i>Other requirements:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wellness Plan week 1 check-in

<p>9 10/28</p>	<p>Topic 1: Metabolic Syndrome --Health Screenings- Topic 2: Wellness Coaching /Wellness Narratives</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Swarbrick, M., Spagnolo, A., Zechner, M., Murphy, A., & Gill, K. (2011). Peer Wellness Coach: A new role for peers. <i>Psychiatric Rehabilitation Journal</i>, 34,328-331. • Swarbrick, M. (2013). Wellness-oriented peer approaches: A key ingredient for integrated care. <i>Psychiatric Services</i>, 64(8), 723-726. • Health Screening Passport • <i>Other readings TBA</i> <p><i>Other requirements:</i></p> <ul style="list-style-type: none"> • Wellness Plan week 2 check in • Wellness Project- agency assessment
<p>10 11/4</p>	<p>Topic: Wellness Coaching /Wellness Narratives</p> <p><i>Required readings</i></p> <ul style="list-style-type: none"> • Swarbrick, M. et al. (2011). Peer Wellness Coach: A new role for peers. <i>Psychiatric Rehabilitation Journal</i>, 34,328-331. http://ps.psychiatryonline.org/article.aspx?articleid=1718823#References • Swarbrick, M., D'Antonio, D., & Nemecek, P. (2011). Promoting staff wellness. <i>Psychiatric Rehabilitation Journal</i>, 34 334-336. • Watch the video via the Wellness Coaching video link <p><i>Other requirements:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wellness Plan- week 3 check in <input type="checkbox"/> Wellness Project- intervention needs/target outcomes
<p>11 11/11</p>	<p>Topic: Barriers to Recovery & Wellness/Social Determinants of Health</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Social Determinants of Health and Health Disparities – World Health Organization (WHO)– Program & System level Barriers and Policy Implications • Impact of Decreased Access to Healthcare, Limited Social Supports & Sequelae of Trauma • Impact of Poverty, Under and Unemployment • http://www.euro.who.int/_data/assets/pdf_file/0005/98438/e81384.pdf • http://www.who.int/social_determinants/en/ • http://www.who.int/whosis/whostat/2010/en/index.html <input type="checkbox"/> Wellness Plan- week 4 check in <input type="checkbox"/> Wellness Project- describe intervention

<p>12</p> <p>11/18</p>	<p>Topic: Wellness & Recovery: Health Literacy</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • http://www.hrsa.gov/publichealth/healthliteracy/index.html • http://www.hrsa.gov/publichealth/healthliteracy/healthlitabout.html • Health Resources- Brown C. Goetz J., & Bledsoe C. (2011). <i>Nutrition and Exercise for Wellness and Recovery NEW-R.</i> • Wellness Leader Manual, University of Illinois at Chicago. Retrieved from http://www.cmhsrp.uic.edu/download/WeightWellnessLeaderManual.pdf – <p style="text-align: center;"><input type="checkbox"/> Wellness Plan Assignment due November 20</p>
<p>13</p> <p>11/25</p>	<p>Topic: Wellness & Recovery: Alternative and Complementary Approaches</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • http://www.hrsa.gov/publichealth/healthliteracy/index.html • http://www.hrsa.gov/publichealth/healthliteracy/healthlitabout.html <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • <i>Other readings TBA</i> <p>Wellness Project-detail resources and obtain feedback from agency</p>
<p>14</p> <p>12/2</p>	<p>Due this week:</p> <ul style="list-style-type: none"> ✓ Course Wrap Up discussion – December 5 <input type="checkbox"/> Finalize and Submit Wellness Project final document by December 5 ✓ Course Evaluation