

**Recovery Models:
Mental Health and Disability****Calendar Description**

Clinical and interprofessional skills for those working in recovery and consumer driven programs in Community Mental Health and Disability

Content/Objectives

This course represents an interprofessional inquiry into the history, research, and practices of the recovery models in mental health, disability, and addictions. The recovery orientation is reviewed within the continuum of other professional and clinical perspectives. The course utilizes community and consumer experts, group labs and individual projects to prepare students to take up positions in recovery options and psychosocial rehabilitation programs such as employment, housing, life skills, and self help.

Students will explore lived-experience contexts of the cognitive, emotional, social, and behavioural challenges in the lives of people with mental health disorders, disabilities, and addictions. Central content topics also include foundations and elements of recovery-oriented mental health service system and peer support movement, and its implications for community care and effective inter-professional collaboration.

Outcomes/Competencies

Through learning labs, inquiry paper and on-line discussions the students will demonstrate the following competencies:

- Identify and analyze various professional and societal discourses in the area of mental health and addictions; analyze their implications for personal practice.
- Appreciate and adopt the modern understanding of recovery in mental health, explain the meaning of recovery, and articulate the language of recovery movement and recovery-oriented mental health services.
- Identify, analyze, and justify the application of the recovery principles within specific organizational models.
- Identify and justify the rationale and principles of recovery-oriented and consumer-driven services in the areas of mental health, disabilities, and addictions.
- Collaborate effectively with peers to contribute to inquiry-oriented group tasks and problem solving.

Assignments

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| 1. Interactive on-line discussions of assigned topics | 30% |
| 2. On-line learning lab | 40% |
| 3. Individual assignment: Inquiry paper | 30% |

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2017-18 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Student Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are strongly encouraged to take advantage of these programs.

Resources

1. **Required textbook:**

Amering, M. & Schmolke, M. (2009). *Recovery in Mental Health: Reshaping scientific and clinical responsibilities*. Hoboken, NJ: Wiley. Full on-line copy is available from the U of C Library.

2. Other resources as indicated and posted by the instructor.

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: Core 569	INSTRUCTOR: Meaghan Edwards
TERM: Spring 2017	TELEPHONE: 403-220-4647
SECTION: L01	FAX: 403-220-6494
TIME/DATE: Online	EMAIL: meaghan.edwards@ucalgary.ca
LOCATION: WEB	OFFICE HOURS: Please use e-mail

Course Structure and Organization

Course Schedule: This is an on-line course. The students are expected to log-in and post their presentations and responses on assigned times (for deadlines and the frequency of responses, see the Assignments section and D2L postings by the instructor).

Time commitment: This is a half course with time commitment equivalent to *40 hours of instruction over 8 weeks, beginning on May 9 and ending on June 30*. Please budget approximately **4 hours per week** for participation in on-line discussions (an equivalent of class time). Participation in **weekly** discussions is **required**. **In addition**, budget your own time for reading, self-directed research, and the preparation of assigned papers. The course heavily relies on self-directed study.

The required reading and visual materials are intended as a basic resource for introducing theoretical frameworks. Students will use the materials as starting point for discussions and a basic reference guide as they complete their self-directed, extended literature search towards completing the course work.

The textbook is available from *both the University Library and the Bookstore*. Other course materials will be available via D2L. Discussions amongst the community of learners at different locations will be facilitated by the instructor. In addition, students will use existing on-line materials for self-directed study and independent learning. For all assignments, in addition to the textbook, you are required to use scholarly literature available from the University Library electronic databases (e. g., MEDLINE, PubMed, PsycLit).

Questions

For questions regarding using D2L or other E-Learning tools, please contact Phuoc Lam at lamp@ucalgary.ca

For email account or access difficulties, contact IT Support www.ucalgary.ca/it/

For all course-related materials and questions, please contact the instructor.

Contact with the instructor occurs through the asynchronous on-line discussion board and e-mail communications.

Course Schedule

Week	Topic and activities	Readings and Assignments
May 8 – 12 Week 1	Introduction and overview of the course, expectations and theoretical frameworks. Social and professional discourses in mental health and addictions: medical, psychosocial rehabilitation, and recovery model. <i>Discussion: Post your introductions, share ideas on readings, and try out on-line communication. Posting is mandatory each week.</i>	<i>Readings prior to this week:</i> Textbook, Foreword and p.1-25 of Chapters 1 & 2. Posted articles. Note: all readings are <u>required prior to the indicated week</u>
May 15 – 19 Week 2	The concept of recovery in the context of modern mental health: introduction, history and definitions. Schizophrenia: lived experiences; resilience. DSM-V from the perspective of lived realities of people with disabilities. Recovery perspective: attitudes, values, and lived realities. The primacy and rationale of the recovery model. <i>Discussion in small groups.</i>	<i>Readings prior to this week:</i> Textbook, Chapter 2 & 3 & Chapter 5. Video: Fay and Dan. Posted reading materials.
May 22 – 26 Week 3	Recovery, peer support and consumer movements. Evolution of consumer-driven movements (AA, Clubhouse, family leadership). Consumer-run programs. Peer mentorship, reciprocity, peer-run programs Begin Lab: lab discussion to begin in small groups	<i>Readings:</i> Chapter 4; posted materials
May 29 – June 2 Week 4	Peer-run programs: basic ingredients, foundations and elements. Application of the recovery principles within specific organizational models. Challenges and concerns. Lab continued: lab to be completed in small groups	<i>Readings:</i> Chapter 4; posted materials
June 5– 9 Week 5	Altered realities faced by people living with disabling conditions. Understanding persisting cognitive, emotional, and behavioral challenges. Trauma and recovery. Threat – stress sensitivity. Lab due June 9th	<i>Readings:</i> Posted reading materials. Video: Dr. McGregor. Case Study.
June 12– June 16 Week 6	Social and political realities of mental illness: continued. Implications for residential and employment models of support; Housing First Model.	<i>Readings:</i> Posted reading materials. Video: “Hearing [our] Voices”
June 19– 23 Week 7	Professional roles within recovery model. Recovery-oriented mental health service system: foundations and elements. Challenges and concerns within recovery orientation of mental health systems; system transformation. Utilizing mental health services.	<i>Readings:</i> Textbook Chapter 6 and 7
June 26-June 30 Week 8	Professional roles within recovery model and other discourses. Transdisciplinary understanding of practice in the contexts of the recovery model. <i>Discussion in small groups</i> Inquiry Paper completion. Instructor is available for consultations on-line.	<i>Readings:</i> Textbook Chapter 7 (review) & 6. Posted materials. Due Friday, June 30 by 4:00 pm:

Details of Assignments

****STUDENTS ARE EXPECTED TO HAVE A GOOD WORKING KNOWLEDGE OF COMPUTERS.**

Interactive on-line discussion of assigned topics

Value: 30%

On-line discussions will be considered for this assignment on those weeks that are *not devoted to labs*. Lab discussions will be marked separately. You will be required to read and view posted materials and questions, provide your responses, and answer the questions in on-line interaction. You are *expected* to review other students' postings and address ideas expressed by other students. You may want to use information from additional readings (always provide references) and examples from your professional practice. Discussions are designed to initiate students' interactive learning. Active participation in the discussions is essential. Assessment criteria will be posted on line.

POSTING INSTRUCTIONS: You must post at least TWO responses during EACH week. Size limit: *600 words each*. Each discussion week begins on Monday (first week begins on May 8). The instructor will post readings and questions *by Friday night* prior to each week.

Due time of postings: First posting is required from each student *no later than Tuesday night* of each week. *Early* posting is encouraged. Second posting is required from each student no later than *Friday night of each week*. After this time, *the instructor will not go back* – the week is over. Responses *posted late will not be reviewed*. Only exceptional circumstances will be considered; in such case, contact the instructor *directly*, preferably ahead of time, to explain your situation.

Instructor will review students' posting forum at least twice a week, and provide individual or group feedback when required.

1. Lab Assignment

Value: 40%

You will complete **an on-line lab assignment** following small group discussions of assigned topic. Lab assignment is intended to reflect the transformative learning that has occurred in relation to course content and readings. *Lab papers are submitted individually*, with a value of 40% for the lab. While papers are written individually, each student is *required to contribute fully to group lab discussions*. A portion of your lab mark is based on your participation and contribution to group lab discussion.

Specific details of lab will be presented on-line. Lab will be based on two weeks of group work on line.

Due Date: As outlined in course schedule above

2. Inquiry Paper

Value: 30%

A 1200-word individual inquiry addressing an issue in the field of mental health recovery. You may compare settings or models to illustrate the recovery model, you may delve deeper into a jurisdiction or setting introduced in the book and give additional background or latest developments, or you may compare international jurisdictions and support for the recovery model. You must check your topic with the instructor before **June 10 or earlier**, before **you begin working on your paper**.

Due Date: Friday, June 30, 2017, 4 pm MT

PLEASE NOTE:

- All written assignments must be double-spaced (*not required* for on-line postings).
- APA Format is required for all references in papers and on-line postings.
- Papers must be provided to the instructor via online submission using the assigned dropbox
- *Late assignments will be deducted two percent (2%) for each day after the assignment due date.*

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES for Spring 2017 :

The last day to drop a class without financial penalty – **May 19, 2017**

The last day to add, edit or swap a course – **May 19, 2017**

Tuition and Fee payment deadline–**May 24, 2017**

The last day to withdraw from a course– **June 27, 2017**

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Conduct

Students are expected to conduct themselves in a mature and courteous manner during all online postings and exchanges. Students are expected to frame their comments and questions in respectful and appropriate language, always maintaining sensitivity towards the topic.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodations Based on Disability

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jjlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty.

All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science

Education) and be recorded in their student records. The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the “Student Misconduct” sections of the University Calendar for further information.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students’ grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

Resources for Support of Student Learning and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/

Student Ombuds’ Office

The Student Ombuds’ Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4