



*Community Rehabilitation and
Disability Studies*

**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 interprofessional collaboration.

Outcomes/Competencies

Through learning labs, research paper and poster the students will demonstrate the following competencies:

- Identify and analyze contested professional, societal, and clinical discourses and their implications for personal practice in the area of mental health, disability, and addictions.
- Identify and justify the rationale, principles, and strategies of recovery-oriented services in the areas of mental health, disabilities, and addictions.
- Discuss lived experiences and altered social realities associated with mental health concerns and disabling conditions.
- Identify, analyze, and explain the application of the recovery principles within specific organizational models in the community.
- Articulate and apply the language and principles of inter-professional, recovery-oriented mental health approach.
- Collaborate effectively with peers to contribute to inquiry-oriented group tasks and problem solving.

Assignments

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|-----------------------------------|------------|
| 1. Lab assignments (2 x 20% each) | 40% |
| 2. Inquiry paper | 40% |
| 3. Poster presentation | 20% |

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 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 Students' 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

Amering, M. & Schmolke, M. (2009). *Recovery in Mental Health: Reshaping scientific and clinical responsibilities*. Hoboken, NJ: Wiley. *Full electronic text is available at the U of C Library for online reading or download.*

Other resources available online and provided during class as appropriate.

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: Dr. Svetlana Shklarov
TERM: Winter 2017	TELEPHONE: Please use email
SECTION: L01	FAX: 403-220-6494
TIME/DATE: Thursday.12:30pm - 03:15pm	EMAIL: shklarov@ucalgary.ca
LOCATION: TRB 101	OFFICE HOURS: Please use e-mail to make appointment

Details of Assignments

1. Lab Assignments

Value: 40%

You will complete **2 lab assignments** with a value of **20% each**. The labs will be conducted in groups and written up individually. Lab assignments are intended to reflect the transformative learning that has occurred in relation to lecture content and readings. Details of each assignment will be presented in class and on line at the time of the labs.

Due Date: The labs will be completed in class on January 26 (due January 30) and April 6 (due April 10).

Note: To complete your lab assignments, you need to be in class – attendance is mandatory.

2. Inquiry Paper

Value: 40%

This **2500-word individual paper** will be based **both on your group inquiry and individual research**.

As a group, you will learn about a recovery-based, consumer-run organization or informal group in the community. You will visit the organization and learn from its members. In your individual inquiry paper, you will describe and analyze the history of the organization, its structure (if the group is formal), goals, its local or national presence, the principles it is using, and its role among other organizations, groups and agencies in the particular field. You will discuss how recovery principles are applied and implemented within the particular group, and analyze the purposes and outcomes of its activities. You will provide arguments that prove the relevancy of recovery principles used by this group. You will compare these practices with other similar organizations, groups and service models that you find in literature and on the Internet, and you will also address challenges and barriers that the organization or group is facing.

In this paper, you will apply concepts and frameworks discussed in this course to the analysis and interpretation of your inquiry. In addition to the information gathered through your group inquiry with the organization, you are required to use *scholarly literature* (peer-reviewed journal articles) available from the University Library electronic databases, as well as relevant resources available on the web.

Due Date: March 16

3. Poster Presentation

Value: 20%

This is a group assignment. You will collaborate with your group members and make a poster together, based on your group inquiry. Detailed instructions will be given in class. You will present your posters in class **on March 30** and make an oral presentation as a group, based on your inquiry and your poster content.

Due Date: Posters will be displayed during the class poster session and oral presentations on March 30.

PLEASE NOTE:

- All written assignments must be double-spaced.
- APA format is required for all papers.
- Assignments must be provided to the instructor via D2L Dropbox, in Microsoft Word format only.
- Late assignments will be deducted two percent (2%) for each day after the assignment due date.
- A large part of course learning is based on materials delivered in class: **attendance is essential**

Lecture Topics

Schedule

Date	Topic and Activities	Readings and Assignments
January 12	Introduction, expectations and overview of the course. Recovery: basic concepts. Perspectives and discourses addressing mental health issues and disability: medical, psychosocial rehabilitation, and recovery model. The concept of recovery: history and definitions.	<u>Readings prior to this class:</u> Textbook - Foreword and pages 1 - 25. Posted articles (see <i>on-line postings prior to the class</i>) Note: all readings are <u>required prior to the indicated class</u>
January 19	Peer support and consumer movements: introduction. Living and finding personal meaning while facing complex challenges. Schizophrenia: lived experiences. Groups sign up for community organizations. <i>Guest speakers:</i> Schizophrenia Society members	<u>Readings:</u> Textbook: Chapter 3. Posted reading materials (<i>see on-line</i>)
January 26	Recovery perspective: attitudes, values, and lived realities. Medical and psychosocial perspectives. The primacy and rationale of recovery model. Resilience and empowerment. Lab # 1: to be completed in class	<u>Readings:</u> Chapter 5 to prepare for lab Lab # 1 paper due Monday, January 30 <u>Homework in group inquiry:</u> students connect with community groups and <i>meet with</i> members at least once before February 5 (<i>first meeting</i>).
February 2	Peer support and consumer movements. Resilience, peer mentorship, reciprocity. Evolution of consumer-driven movements (AA, Clubhouse, ILRC, family leadership). Consumer-run programs. Planning and resources for group inquiries. Groups share information about their consumer-run organizations.	<u>Readings:</u> Chapter 4; posted materials <u>Homework in group inquiry:</u> Background web research about your organization or community group.
February 9 No class	Field activities. No class time on Thursday. Instead, during this week (at any time convenient for all) student groups <i>will visit their community organizations or informal groups</i> , at the times pre-scheduled by students.	<u>Readings:</u> Revisit Chapter 4 As a group, visit with members of your community group between February 6 and 20 (<i>your second meeting</i>). Keep group records.
February 16	Consumer-driven movements and consumer-run organizations: continued. <i>Group work:</i> Debriefing on experiences with community organizations.	<u>Readings:</u> Chapter 7; posted materials
February 23	NO CLASS: Reading Week (Mid-Term Break) February 19 – 26	
March 2	Altered realities faced by people living with mental illness. Social and political reality of mental health, disability, and addictions. Mental health and advocacy. <i>Note:</i> Part of this class time may be scheduled with community groups (organizations). To be announced.	<u>Readings:</u> Revisit Chapter 3 Visit with members of your community group any time between February 20 and March 8 (<i>your third meeting</i>). Keep group records, have a group journal, write up your reflections.

March 9	New research directions with recovery orientation. Narratives of recovery. Resilience, personal narratives, and meaning making. Taking responsibility and control over one's life. Resources and materials review for group inquiry work.	<u>Readings</u> : posted materials <u>Homework in group inquiry</u> : As a group, continue your exploration until the materials are ready.
March 16	Schizophrenia Society: "Starry, Starry Night" play performance. Social determinants of recovery. Access to services, "fit" of services. Poster preparation skills.	<u>Readings</u> : Chapter 6; posted materials. <i>Mandatory attendance of this class (play performance being brought for you).</i> <i>Individual Inquiry Paper due March 16 (by midnight)</i>
March 23	<i>Professional roles</i> within the recovery model. Recovery-oriented mental health service system: foundations and elements. Interprofessional recovery-oriented models of practice. Homelessness, unemployment, poverty. Housing First Model.	<u>Readings</u> : Revisit Chapter 3; posted materials
March 30	<i>Poster and oral presentation session based on students' inquiry group work</i>	<i>Posters due for presentation on March 30</i>
April 6	Summary, evaluation, and closure <i>Lab # 2: to be completed in class on April 6</i>	Review textbook in preparation for the final lab. Revisit Chapters 4 and 5 <i>Lab # 2 paper due April 10</i>

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 WINTER 2017

Last day to drop a class without financial penalty – **January 20, 2017**

Last day to add a course – **January 23, 2017**

Last day to withdraw from a course – **April 12, 2017**

Tuition and Fee Payment Deadline – **January 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 During Lectures

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

Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. Their use in the classroom is **strongly discouraged** and may be prohibited by instructors except in circumstances related to course content. Should laptops be permitted, their use is limited to taking notes and **NOT to surf the web, check email or do other unrelated work.** Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Repeat offences may be considered non-academic misconduct and disciplined accordingly.

Cell phones and similar devices **must be turned off** (not merely silent) during class time. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

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.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

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 suypaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary **assembly point for Trailer B is Social Science -Food court**

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

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