

**INDIVIDUAL CLINICAL PRACTICE**  
[EMOTIONAL DISTURBANCE RELATED TO DISABILITY]

**Calendar Description**

A person-in-environment centered approach to emotional and behavioral concerns for persons with disabilities spanning issues of addiction, abuse, brain injury, mental illness

**Content/Objectives**

- Social, community, and lived-experience contexts of the cognitive, emotional, and behavioural challenges in the lives of people with mental health disorders, disabilities, and addictions.
- Clinical understanding of altered realities as faced by individuals with mental health concerns, disabilities and addictions, including personal practice, professional and social issues, stigma, and systemic issues.
- Recovery and resilience framework within the continuum of other professional and clinical perspectives.
- Recovery oriented mental health service system: its foundations, elements, and implications for community care and effective interprofessional collaboration.

**Outcomes/Competencies**

The students will demonstrate the following competencies:

- Identify and analyze contested professional, societal, and clinical discourses and its implications for personal practice in the area of mental health, disability, and addictions (demonstrated through labs and on-line discussions).
- Identify and justify the rationale, principles, and strategies of recovery oriented and consumer-driven services in the areas of mental health, disabilities, and addictions strategies (demonstrated through learning labs, on-line discussions, and the individual research paper).
- Discuss the application of recovery model to specific situations and lived-experiences associated with particular mental health concerns and disabling conditions (demonstrated through the individual research paper).
- Articulate and apply the concepts and language of interprofessional, recovery oriented mental health discourse.
- Collaborate effectively with peers to contribute to inquiry oriented group tasks and problem solving (through labs and on-line discussions).

**Assignments**

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|---|------------|
| 1. Interactive on-line discussions of assigned topics | <b>25%</b> |
| 2. On-line learning labs (3 x 15%)                    | <b>45%</b> |
| 3. Individual assignment: Research paper              | <b>30%</b> |

**Resources**

1. **Required textbook:**

Slade, M. (2009). *Personal Recovery and Mental Illness: A Guide for Mental Health Professionals*. New York: Cambridge University Press.

2. Materials from this source will be **available on-line**: Van Weeghel, J. (Ed.). (2002). *Community Care and Psychiatric Rehabilitation: For Persons with Serious Mental Illness*. Sphera Publishers.

3. Other resources as indicated and posted by the instructor

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> Core 569	<b>INSTRUCTOR:</b> Dr. Svetlana Shklarov
<b>TERM:</b> Spring – Summer 2010	<b>TELEPHONE:</b> Please use email
<b>SECTION:</b> L01	<b>FAX:</b> 220-6494
<b>TIME/DATE:</b>	<b>EMAIL:</b> shklarov@ucalgary.ca
<b>LOCATION:</b>	<b>OFFICE HOURS:</b>

## 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). **Topic schedule will be posted on Blackboard.**

**Time commitment:** This is a half course with time commitment equivalent to *40 hours of instruction over 9 weeks, beginning on May 17 and ending on July 23*. Please budget approximately **4 hours per week** for participation in on-line discussions (an equivalent of class time), **plus** your own time for reading, self-directed research, and the preparation of assigned papers.

**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 the University Bookstore. Other course materials will be available via Blackboard. 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, the use of a combination of resources available on the web, in the University Library, and elsewhere (Medline, Psychlit, ERIC, etc.) is encouraged.

**Contact with the instructor** will occur through the asynchronous Blackboard Discussion Board and regular e-mail communications between students and course instructor.

## Details of Assignments

**\*\*STUDENTS ARE EXPECTED TO HAVE A GOOD WORKING KNOWLEDGE OF COMPUTER. STUDENTS MUST SUBMIT AN E-MAIL ADDRESS WITH THEIR COURSE REGISTRATION.**

### **1. Interactive on-line discussion of assigned topics**

**Value: 25%**

Readings, visual materials, and questions for discussion will be posted on the Blackboard by the instructor each week. Students will be required to read and view the materials, provide their feedback responses, interact with each other and the instructor, and answer the attached questions. You are *expected* to review other students' postings and address ideas expressed by other students. You may want to use information from additional readings (give references), give examples from your professional practice, agree with or critique the ideas in the posted materials.

The discussions are designed to initiate students' interchange on issues related to course content. Active and open participation in the discussion is essential. Assessment criteria will be posted on-line.

**POSTING INSTRUCTIONS:** You must post at least TWO reflective responses during EACH week.

Each week begins on Monday (first week – *on Monday, May 17*). Reading and other learning materials, including questions for discussion, will be posted by the instructor *by Friday night* prior to each week (first instructor's posting *on Friday, May 14*).

**Due time of students' postings:** First posting is required from each student no later than *Tuesday night* of each week. Second posting is required from each student no later than Friday of each week. After this time, *the instructor will not go back and look at any week that is over*. Responses *posted late will not be reviewed* (only exceptional circumstances will be considered; in such case, please contact the instructor directly, ahead of time). Instructor will review students' postings daily and provide feedback to the students by Monday morning following each discussion week.

## 2. Lab Assignments

Value: 45%

Students will complete **3 on-line lab assignments** following small group discussions of assigned topics. Lab papers can be submitted either individually or by groups (upon students' choice), with a value of 15% each lab. Lab assignments are intended to reflect the transformative learning that has occurred in relation to course content and readings. Specific details of each lab will be presented on-line.

**Due Dates: As outlined in course schedule**

## 3. Research Paper

Value: 30%

A 2500 word individual research paper addressing an identifiable disability or mental health condition, specifically analyzing lived experience of a person or persons who live with this condition. You can choose to address a dual condition, or a combination of concerns.

You will discuss, from the point of view of the person (or parent, caregiver), the experiences with the condition and social environments, which may include work (or study) place, family, housing situation, and consumer groups. In addition, you will discuss the experiences of receiving diagnostic labels and various mental health services. In this context, you will discuss the continuum of relevant professional approaches and reflect on your professional position, in which you propose to address the chosen situation.

You will apply concepts and frameworks discussed in this course to the analysis and interpretation of researched materials related to your chosen individual and professional practice situation.

*Please present your topic to the instructor before you begin working on your paper.*

*You are required to discuss and finalize your topic with the instructor by June 4 or earlier.* Finalizing your topic early is necessary because you will follow your chosen condition through the themes discussed in the course.

**Due Date: July 23, 2010**

### PLEASE NOTE:

- All written assignments must be double spaced (not required for on-line postings).
- APA Format is required for the research paper.
- Assigned papers must be provided to the instructor **via e-mail only, in attachment, in Microsoft Word format only.**

**Late assignments will be deducted two marks 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

### NOTE:

**The last day to change/register for courses and pay balance of fees for the Winter session is **May 17, 2010**. The last day to withdraw is **July 23, 2010**.**

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 Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

**IMPORTANT:** 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.

## Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://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

