



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 and cultural context of the social and emotional difficulties in the lives of people with disabilities.
- Clinical and emotional issues associated with disabling conditions (e.g., post traumatic stress disorder, mood disorders, maladaptive social behaviors, communication difficulties). Relevant assessments and community based interventions.
- Emancipatory and empowerment theory and its application to clinical practice models.
- Strategies for safeguarding the rights of people with disabilities.

Outcomes/Competencies

The students will demonstrate the following competencies:

- Identify and analyze current and emerging clinical practices within the principles of person-in-environment centered approach (demonstrated through learning labs and class presentations).
- Identify and discuss individual and group counselling approaches, rehabilitation strategies, crisis management techniques, and social action strategies (demonstrated through learning labs and class presentations).
- Discuss the application of current theories and practices to specific situations associated with particular disabling conditions (demonstrated through the individual analysis of a case study).
- Identify and justify appropriate community based clinical interventions for a combination of disabling conditions chosen for exploration; explain the application in the individual research papers.

Assignments

1. Research paper	25%
2. Research presentation	15%
3. Learning Labs (3)	30%
4. Case Study Assignment	30%

Resources

Sands, Roberta G. (2001). Second Edition. Clinical social work practice in behavioral mental health: A post-modern approach to practice with adults. Needham Heights, MA: Allyn & Bacon.

Other resources as indicated by the instructor

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

Instructor and Course Information

COURSE: Core 569	INSTRUCTOR: Svetlana Shklarov
TERM: Winter 2008	TELEPHONE: Please use email
SECTION: L01	FAX: 220-6494
TIME/DATE: Thursday, 9:30am - 12:20pm	EMAIL: shklarov@ucalgary.ca
LOCATION: EDC 255	OFFICE HOURS:

Details of Assignments

- 1. Research Paper** **Value: 25%**
A 2500 word individual research paper addressing an identified dual diagnosis condition and relevant community based clinical interventions. A topic must be submitted by January 24 to the course instructor for approval before the paper is written (the topic can be submitted via e-mail or discussed with the instructor in class) (evaluation criteria **Attachment I**).
Due Date: February 28, 2008
- 2. Research Topic Presentations** **Value: 15%**
Presentations of research topic area (evaluation criteria: **Attachment II**). Each student will have 8 to 10 minutes to present a summary of her or his research paper to the class.
Due Dates: March 6, 13, and 20, 2008 (as negotiated with the instructor ahead of time)
- 3. Lab Assignments:** **Value: 30%**
Students will complete 3 lab assignments with a value of 10% each. Lab assignments are intended to reflect the transformative learning that has occurred in relation to lecture content and readings. Specific details of each assignment will be presented in class.
Due Dates: As outlined below under Lecture Topics
- 4. Case Study:** **Value: 30%**
Students will analyse a case study where they will be asked to apply and explain the application of some of the therapeutic frameworks and approaches introduced in class.
Due Date: April 17, 2008

PLEASE NOTE:

- All Written Assignments Must Be Double Spaced.
- APA Format Is Required For The Research Paper.
- Assignments Must Be Provided To The Instructor Via E-Mail Only, In Microsoft Word Format.
- Late Assignments Will Be Deducted Two Marks for Each Day after the Assignment Due Date.

Lecture Topics

- January 17** Introduction and overview of course content, expectations, and theoretical frameworks
Mental disorder and disability. Concepts related to diagnosis and diagnostic labelling, DSM IV, and the role of assessment and psychological testing in clinical practice. Consumer involvement, empowerment, and recovery perspective.
Readings: Textbook Chapters 1 to 4 (Historical Context; Biopsychosocial Conceptual Framework; Biopsychosocial Assessment).
Guest Speaker: Fay Herrick (Schizophrenia Society of Alberta)
- January 24** Person-centred approaches and dual diagnosis. Clinical practice approaches to supporting persons with

a dual diagnosis, relevant social contexts, community resources, and interventions.

[Readings](#): Chapter 13 (Clinical Practice with Clients who Abuse Substances. Additional readings provided by the instructor).

Guest speaker: Bill Angus, Psychologist

Lab assignment #1 due

January 31 Person-centred approach, communication and intervention strategies for working with persons with developmental disabilities.

[Readings](#): provided by the instructor (see Blackboard postings prior to the class).

Guest Speaker: Susannah Horgan

February 7 Models of community care and community based interventions for people with severe mental illness.

[Readings](#): Chapters 10 to 12: Interventions and Community Care of People with Severe Mental Illness.

Guest Speaker: Assertive Community Treatment Team (ACT) representative

February 14 Trauma & treatment strategies

[Readings](#): provided by the instructor (see Blackboard postings)

Guest Speaker: Diane McGregor, Psychologist

Lab assignment #2 due

February 21 **NO CLASS (READING WEEK)**

February 28 Practice framework: Post-modern, feminist, and multicultural approaches.

[Readings](#): Chapters 6 & 7 (Post-modern feminist theory and practice; Racial, ethnic, and cultural issues). Additional readings provided by the instructor.

Research paper due

March 6 Research Presentations

March 13 Research Presentations continued

March 20 Research Presentations continued
FASD & Addictions

[Readings](#): Chapter 13 (Clinical Practice with Clients who Abuse Substances)

Guest Speaker: Myles Himmelreich (McMann Youth Services), to be confirmed

March 27 Mental Health and Children. Autism: Treatment Options.
Community services and programs for families with pre-school and school-aged children diagnosed with PDD, including Autism, Asperger's Syndrome, and Non-verbal Learning Disorders.

[Readings](#): provided by the instructor (see Blackboard postings)

Guest speaker: Society for Treatment of Autism representative (to be confirmed)

Lab assignment #3 due

April 3 Brain Injury. A consumer group from SABIS will be involved with this class.

[Readings](#): provided by the instructor

Guest Speaker: Lisa Summers and a consumer group

April 10 Mental health and aging. Person-in-environment centred approach to emotional concerns of disability in older adults. Mental health service needs for older adults.

April 17 Summary, Evaluation, Closure

Case study assignment due

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 **January 25th, 2008**.
The last day to withdraw is **April 18th, 2008**.*

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/ 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

CORE 569
Research Paper Assignment
Winter 2008
Due on February 28, 2008, Value: 35%

INTRODUCTION:	Introduction to main topic	/5
	Definitions of disorders	/5
BODY OF PAPER:	Appropriate definitions	/5
	Presentation of main arguments	/10
	Evidence that main ideas are understood	/5
	Exploration of ideas with relevant and recent research	/10
	Appropriate use of APA format and referencing sources	/5
SUMMARY		/10
SPELLING/ GRAMMAR/PUNCTUATION/LANGUAGE		/10
THOUGHTFULNESS / CRITIQUE OF IDEAS PRESENTED FROM RESEARCH		/10
CLARITY AND ORGANIZATION		/25
	TOTAL _____	/100 GRADE _____

Comments:

CORE 569
Research Topic Presentation in Class
Due: On either March 6, 13, or 20, 2008, as determined in consultation with the instructor
Value: 15%

RESEARCH PRESENTATION CRITERIA

Presenter _____

Topic _____

Introduction

- Strong opening /2
- Reason for topic choice /1
- Description of topic (appropriate definitions) /2

Body of Presentation

- Organization of idea (clear, coherent) /2
- Evidence that main ideas are understood /2
- Discussion of ideas supported by relevant and recent research /2
- Thoughtful and interesting /2
- Used variety of media (visuals, auditory, dramatization, etc.) /2

Summary

- Concluding ideas logical and clear /2
- Describes learning highlights from the research /2
- Questions raised for further research /1

TOTAL _____/100 GRADE _____

Comments: