

**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

Through learning labs, research paper, and case study 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.
- Identify and justify the rationale, principles, and strategies of recovery oriented and consumer-driven services in the areas of mental health, disabilities, and addictions.
- Discuss the application of recovery model to specific situations and lived-experiences associated with particular mental health concerns and disabling conditions.
- 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.

### Assignments

1. Presentation	<b>20%</b>
2. Case study	<b>20%</b>
3. Quiz	<b>25%</b>
4. Research Paper	<b>25%</b>
5. Class Participation	<b>10%</b>

### Resources

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

Other resources available on line and provided during class as appropriate.

*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. Peter Johnson
<b>TERM:</b> Winter 2010	<b>TELEPHONE:</b> Please use email
<b>SECTION:</b> Vancouver cohort	<b>FAX:</b> 220-6494
<b>TIME/DATE:</b> Jan. 8 & 9; Jan. 15 & 16; Feb. 5 & 6; Feb. 12 & 13 Fridays 1700-2100, Saturdays 0900-1600	<b>EMAIL:</b> peterj@shaw.ca
<b>LOCATION:</b> Rm 4241 (Fri.) Rm 4243 (Sat) Douglas College, New Westminster, B.C.	<b>OFFICE HOURS:</b>

## Details of Assignments

**1. Presentation of a Textbook Chapter and Subsequent Discussion:** **Value: 20%**

Students will be responsible for a 15 to 20 minute presentation on one of the chapters in the text-book. They are also required to lead a 10 to 15 minute discussion on the issues raised in the chapter.

**2. Case study** **Value: 20%**

This concerns the diagnosis, treatment and prognosis of a person with whom the student has worked, with reference to the person-based recovery model. This is a written assignment with a limit of 1000 words

**3. Quiz** **Value: 25%**

A multiple-choice, open-book quiz will be given on the materials presented in class and in the text-book.

**4. Research Paper**

A 2000 word paper on a topic relevant to the concepts, theories and approaches reviewed in class. A topic proposal of 100 words or less must be submitted to the instructor for approval before commencing to write the paper.

**Value: 25%**

**5. Class Participation**

As we are a community of learners, students are expected to meet their responsibilities in this area by actively participating in discussions. A major goal is for students to integrate the content of CORE 569 with their previous readings and experiences.

**Value: 10%**

**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

10.01.08:	Introductions – general discussion of mental illness – handouts and class exercise on ethnic and cultural factors, and suicide bombers.
10.01.09:	The language of the oppressor – DSM-IVTR – multi-axial system - topics of particular relevance for people with disabilities and addictions – Axis 2.
10.01.15:	Continuation of DSM-IVTR – Axis 1 – introduction to Paulo Friere's classic text, <u>Pedagogy of the Oppressed</u> – basic brain anatomy.
10.01.16:	Continuation of topics arising from 10.01.15.
10.02.05:	Guest Speaker: Dr. Zhan Du will speak on Asian cultures' perceptions of mental illness – first set of student presentations on text-book.

10.02.06:	Guest Speaker: Dr. Yaya de Andrade will speak of her work in Brazil, Cambodia and Sri Lanka in terms of Friere's theories – second set of student presentations.
10.02.12:	Down Syndrome and mental health – sex offenders with disabilities – student presentations
10.02.13:	Student presentations – final quiz.

## 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 22, 2010**.  
The last day to withdraw is **April 16, 2010**.*

**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