

BP
Dec. 15/11



CORE 569

Half (3-0)

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 interprofessional, recovery-oriented mental health discourse.
- Collaborate effectively with peers to contribute to inquiry oriented group tasks and problem solving.

Assignments

1. Lab assignments (2 x 20% each)	40%
2. Class participation	10%
3. Inquiry paper	30%
4. Poster presentation	20%

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.org

Instructor and Course Information

COURSE: Core 569	INSTRUCTOR: Dr. Svetlana Shklarov
TERM: Winter 2012	TELEPHONE: Please use email
SECTION: L01	FAX: 220-6494
TIME/DATE: Thursday, 9:30am - 12:20pm	EMAIL: shklarov@ucalgary.ca
LOCATION: TRB 102	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 Blackboard at the time of the labs.

Due Date: *The labs will be completed in class on January 26 (due January 30) and April 12 (due April 15).*

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

2. Class participation

Value: 10%

Students will attend classes and participate in interactive activities and discussions. A large part of course learning will be based on materials delivered in class, including presentations by consumer experts and community professionals.

Due Date: Class participation will be assessed in the end of the course based on your regular attendance and participation in class discussions.

3. Inquiry Paper

Value: 30%

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 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, mission, local and national presence of the model it is using, and its role among other organizations and agencies in the particular field. You will discuss how recovery principles are applied and implemented within the particular model, and analyze the purposes and outcomes of its activities. You will provide arguments that prove the relevancy of recovery principles used by this model. You will compare this organization's practices with other similar models that you find in literature and on the Internet, and you will also address challenges and barriers that the model is facing.

In this paper, you will apply concepts and frameworks discussed in this course to the analysis and interpretation of your inquiry data. In addition to the information gathered through your group inquiry with the organization, you are required to use scholarly literature available from the University Library and databases (e. g., MEDLINE, PubMed, PsycLit).

Due Date: *March 21*

4. 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, prepare a concise handout, and be ready to present and guide your audience through your poster content.

Due Date: *Posters will be displayed during the class poster session on April 5.*

PLEASE NOTE:

- All written assignments must be double spaced.
- APA format is required for the Inquiry Paper.
- Assignments must be provided to the instructor via e-mail only, in Microsoft Word format.
- Late assignments will be deducted 5% for each day after the assignment due date.

Lecture Topics

Schedule

Date	Topic and activities	Readings and Assignments
January 12	Introduction and overview of the course, expectations, and theoretical frameworks. Perspectives and discourses addressing mental health issues and disability: medical, psychosocial rehabilitation, and recovery model. The concept of recovery: history and definitions.	<p><u>Readings:</u> Textbook Chapters 1, 2, 3 by January 12</p> <p>Note: all readings are <u>required prior to the indicated class</u></p>
January 19	Personal recovery framework: The primacy and rationale of recovery model. Living and finding personal meaning while facing complex challenges. <i>Guest speakers:</i> Schizophrenia Society members	<p><u>Readings:</u> Chapters 4 – 8; additional readings provided by the instructor (see Blackboard postings prior to the class)</p>
January 26	Medical and psychosocial perspectives. DSM IV from the perspective of lived realities of people with disabilities. Developmental disabilities; dual diagnosis. <i>Guest speaker:</i> Bill Angus, psychologist <i>Group work:</i> Groups sign up for community organizations. Lab # 1: to be completed in class	<p><u>Readings:</u> Chapters 9 – 11 and 24, 25; posted readings</p> <p>Lab # 1 paper due Monday, January 30</p>
February 2	Peer support and consumer movements. Resilience, peer mentorship, reciprocity. Evolution of consumer-driven movements (AA, Clubhouse, ILRC, family leadership). Consumer-run programs. <i>Group work:</i> Planning and resources for group inquiries.	<p><u>Readings:</u> Chapters 12, 13</p> <p><u>Homework in group inquiry after this class:</u> As a group, connect with your assigned organization and <u>meet with</u> members <u>at least once between February 2 & 16</u></p>
February 9	Rehabilitation and recovery. Altered realities faced by people living with disabilities: brain injury. Resilience, personal narratives, and meaning making. Taking responsibility and control over one's life.	<p><u>Readings:</u> Chapters 14 – 17</p> <p><u>Homework in group inquiry:</u> background research about your organization (from the web and available sources) – <u>by February 16</u></p>
February 16	Social and political reality of mental health, disability, and addictions. Social determinants of recovery. Homelessness, unemployment, poverty, access to services, “fit” of services. <i>Group work:</i> Discussion of community organizations. Planning community visits.	<p><u>Readings:</u> Chapters 18 – 21</p> <p><i>By February 16 class, as a group, you will write a background summary about your organization (up to 2 pages).</i></p>
February 23	NO CLASS (READING WEEK February 19 – 26)	
March 1 No class session	Field activities. No class time on Thursday. <i>Instead, during this week all student groups will visit community organizations, at the times pre-scheduled and organized by the students in collaboration with the organization's members.</i>	Collect information; make notes; analyze the input of organization members. Keep group records, write reflections (<i>suggestion: keep a group journal</i>).
March 8	<i>Professional roles within the recovery model. Interprofessional models of practice in the contexts of altered realities faced by people with mental illness and disabilities. Guest Speaker: Faye Knudson, psychiatric nurse.</i> <i>Group work:</i> Debriefing on experiences with community organizations.	<p><u>Readings:</u> Return to chapters 15 – 18; 19 – 21; posted readings</p>

March 15	Resources and materials review for group inquiry work. Part of class time on March 15 may be scheduled with community organizations: To be announced.	<i>Homework in group inquiry:</i> As a group, continue your exploration until the materials are ready.
March 22	Social and political reality of mental health, disability, and addictions. Implications for residential and employment models of support. Housing First Model. <i>A workshop:</i> Poster preparation skills.	<i>Readings:</i> posted readings <i>Individual Inquiry Paper due March 21 (by midnight before this class)</i>
March 29	Recovery-oriented mental health service system: foundations and elements. Professional roles within the recovery model: <i>continued.</i>	<i>Readings:</i> Chapters 22, 23 and posted readings
April 5	<i>Poster presentation session based on students' inquiry group work</i>	<i>Posters due for presentation on April 5</i>
April 12	Summary, evaluation, and closure <i>Lab # 3: to be completed in class on April 12</i>	Review textbook in preparation for the lab: return to chapters 5 – 8, 24, 25 <i>Lab # 3 paper due April 15</i> <i>Class participation</i> will be assessed based on attendance and participation in class

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 2012

The last day to change or a drop course – **January 20, 2012**

Fee payment deadline for Winter Term – **January 27, 2012**

The last day to withdraw – **April 13, 2012**

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