

**CORE 569**  
**Recovery Models:**  
**Mental Health and Disability**

**Instructors:**

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**Office Hours/Policy on Answering Student Emails**

Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend.

**Time and Location:**

This is an online course. The location of the course is D2L.

**Prerequisite/Co-Requisite:**

48 units (8.0 full-course equivalents).

**Course Description:**

This course develops clinical and interprofessional skills for those working in recovery and consumer driven programs in Community Mental Health and Disability

**Overarching Theme**

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 group labs and individual projects to prepare students to take up positions in recovery options and psychosocial rehabilitation programs such as employment, housing, and life skills.

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 inter-professional collaboration.

**Global Objectives**

The course objectives focus on the following major areas to be explored:

- Lived-experience contexts of the cognitive, emotional, social, and behavioural challenges in the lives of people with mental health disorders and addictions.

- Application of recovery principles within specific contexts of mental health service organizations and grassroots community groups.
- Foundations and elements of recovery-oriented mental health service system and peer support movement, and its implications for community care and effective interprofessional collaboration

### **Learning Objectives**

By the end of this course, students will be able to:

- Identify and analyze various professional and societal discourses in the area of mental health and addictions; analyze their implications for personal practice.
- Appreciate and adopt the modern understanding of recovery in mental health, explain the meaning of recovery, and articulate the language of recovery movement and recovery-oriented mental health services.
- Identify, analyze, and justify the application of the recovery principles within specific organizational models.
- Identify and justify the rationale and principles of recovery-oriented and consumer-driven services in the areas of mental health, disabilities, and addictions.
- Collaborate effectively with peers to contribute to inquiry-oriented group tasks and problem solving.

### **Required Textbooks**

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

### **Recommended Textbooks/Readings**

Additional resources will be available on D2L and provided in class as appropriate. In addition, students will be required to supplement course readings with independent on-line literature search, and to use on-line scholarly sources for self-directed study and independent learning. For all assignments, we encourage the use of a combination of resources available on the web and in the University of Calgary Library's electronic databases.

### **A Note regarding readings**

A list of required readings 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.** Instructors will proceed on the assumption that students have read completely the assigned readings. 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.

## Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019 Calendar.

In determining the overall grade in the course, the following weights will be used:

1. Interactive on-line discussions of assigned topics **40%**

Four online discussions will be considered for this assignment on those weeks that are not devoted to labs. Lab discussions will be marked separately. You will be required to read and view posted materials and questions, provide your responses, and answer the questions in on-line interaction. You are expected to review other students' postings and address ideas expressed by other students. You may want to use information from additional readings (always provide references) and examples from your professional practice. Discussions are designed to initiate students' interactive learning. Active participation in the discussions is essential. Assessment criteria will be posted on line.

**POSTING INSTRUCTIONS:** You must post at least TWO posts EACH week. Each discussion week begins on Monday (first week begins on May 6).

**Due time of postings:** First posting is required from each student no later than Wednesday night at 11: 59 pm each week. Early posting is encouraged. Second posting is required from each student no later than Sunday night at 11:59 pm each week. After this time, the instructor will not go back – the week is over. Responses posted late will not be reviewed. Only exceptional circumstances will be considered; in such case, contact the instructor directly, preferably ahead of time, to explain your situation.

2. On-line learning lab **30%**

You will complete **an on-line lab assignment** following small group discussions of assigned topic. Lab assignment is intended to reflect the transformative learning that has occurred in relation to course content and readings. *Lab papers are submitted individually*, with a value of 30% for the lab. While papers are written individually, each student is *required to contribute fully to group lab discussions*. A portion of your lab mark is based on your participation and contribution to group lab discussion. Specific details of lab will be presented on-line. Lab will be based on two weeks of group work on line.

3. Individual assignment: Inquiry paper **30%**  
A 1200-word individual inquiry addressing an issue in the field of mental health recovery. You may compare settings or models to illustrate the recovery model, you may delve

deeper into a jurisdiction or setting introduced in the book and give additional background or latest developments, or you may compare international jurisdictions and support for the recovery model. You must check your topic with the instructor before June 10 *or earlier*, before ***you begin working on your paper.***

**Due Date: Friday, June 21st, 2019, 11:59 pm MT**

Students who do not complete all major components of the course prior to the final exam will be considered as not having completed the course; this will be reflected on the students' official transcript as 'Incomplete.' Major components of the course include all three assignments and the exam. It is necessary to pass each assignment in order to pass the course. In the absence of medical or other documented reasons, the instructor reserves the right to award an 'Incomplete.'

**A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2018-19 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (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.

**Grading Scheme:**

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

**Missed Components of Term Work:**

Due to the intensive nature of this course, late assignments will not be accepted and will automatically receive a mark of zero.

***Extensions will NOT be granted*** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation.

## **Brightspace by Desire2Learn (D2L)**

Brightspace (by D2L) 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 they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

## **Policies Governing the Course:**

### **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](http://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.

### **Academic Accommodations Based on Disability or Medical Condition**

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities ([https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities\\_0.pdf](https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf)). 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 BHSc program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary](mailto:jljlogan@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/](http://www.ucalgary.ca/access/).

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

### **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); 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. Work assigned to you by 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. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

#### **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 may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 15 days** of first being notified of the grade.

#### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## 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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

## Class Schedule

The following is a list of topics for class, associated readings, and assignment due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The dates of labs and poster presentation are firm and will not be altered.

Date	Module / Topics	Readings	Assignments & Due Dates
Week of May 6 <sup>th</sup>	Introduction and overview of the course, expectations and theoretical frameworks. Social and professional discourses in mental health and addictions: medical, psychosocial rehabilitation, and recovery model.  The concept of recovery in the context of modern mental health: introduction, history and definitions. Schizophrenia: lived experiences; resilience. DSM-V from the	<u>Readings prior to this week:</u> Textbook, Foreword and p.1-25 of Chapters 1 & 2. Posted articles and Videos The rest of chapter 2 & 3 & Chapter 5.	1 <sup>st</sup> post by Wednesday at 11:59 pm 2 <sup>nd</sup> post by Sunday at 11:59 pm
Week One		<b>Note:</b> all readings are <b><u>required prior to the indicated week</u></b>	

	<p>perspective of lived realities of people with disabilities. Recovery perspective: attitudes, values, and lived realities. The primacy and rationale of the recovery model.</p>		
<p>Week of May 13th</p> <p>Week two</p>	<p>Recovery, peer support and consumer movements. Evolution of consumer-driven movements (AA, Clubhouse, family leadership). Consumer-run programs. Peer mentorship, reciprocity, peer-run programs</p>	<p>Readings: Chapter 4; posted materials</p>	<p>Begin Lab: lab discussion to begin in small groups- substantive participation in group discussion required</p>
<p>Week of May 20th</p> <p>Week Three</p>	<p>Peer-run programs: basic ingredients, foundations and elements. Application of the recovery principles within specific organizational models. Challenges and concerns.</p>	<p>Readings: Chapter 4; posted materials</p>	<p>Lab continued: lab to be completed in small groups- substantive participation in group discussion required</p>
<p>Week of May 27th</p> <p>Week Four</p>	<p>Altered realities faced by people living with disabling conditions. Understanding persisting cognitive, emotional, and behavioral challenges. Trauma and recovery. Threat – stress sensitivity.</p>	<p>Readings: Posted reading materials.</p>	<p>1st post by Wednesday at 11:59 pm 2nd post by Sunday at 11:59 pm</p>
<p>Week of June 3rd</p> <p>Week Five</p>	<p>Social and political realities of mental illness: continued. Implications for residential and employment models of support; Housing First Model.</p>	<p>Readings: Posted reading materials.</p>	<p>1st post by Wednesday at 11:59 pm 2nd post by Sunday at 11:59 pm</p>



<p>Week of June 10th</p>	<p>Professional roles within recovery model. Recovery-oriented mental health service system: foundations and elements. Challenges and concerns within recovery orientation of mental health systems; system transformation. Utilizing mental health services. Transdisciplinary understanding of practice in the contexts of the recovery model</p>	<p>Readings: Textbook Chapter 6 and 7</p>	<p>1st post by Wednesday at 11:59 pm 2nd post by Sunday at 11:59 pm</p>
<p>Week of June 17th</p>	<p>Inquiry Paper completion. Instructor is available for consultations on-line.</p>		<p>Due Friday, June 21st by 11:59 pm</p>