

CORE 569
Recovery Models:
Mental Health and Disability

Instructors:

Joanna Rankin, PhD.

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Office Hours/Policy on Answering Student Emails

Office Hours: Wednesdays 9:30-10:30am (online or in person)

Email Policy: Student emails will be answered during office hours

Time and Location

Thursdays 12:30-15:15

Location: SB 105

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 introduces Mad people's history including experiences with "curing" and intersectional understandings of oppression and disablement in the context of the Mad Pride movement. The recovery model as an alternative to traditional psychiatry practice will be introduced. The recovery orientation is reviewed within the continuum of other professional and clinical perspectives. 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:

- Mad people's history
- Patient activism and lived-experience of madness

- 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:

- Understand the context and history of Madness and Mad activism.
- Identify key elements of violence and disablement of Mad people.
- Identify intersections and alliances in Madness and Mad activism.
- Identify and analyze various professional and societal discourses in the area of mental health and addictions; analyze their implications for personal practice.
- Appreciate 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.
- Apply learnings from Mad studies and the recovery model in critical writing and debate.

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 of the 201-2020 Calendar.

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

1. In Class Activities **40%**

2. Peer Run Lab Assignment **30%**

Lab Discussion Assignment **March 12 In D2L Dropbox at 11:59pm MT**
Lab Assignment Part 2 **March 19 In D2L Dropbox at 11:59pm MT**
Final Lab Paper **March 26 In D2L Dropbox at 11:59pm MT**

3. Final Comparative Model Paper Due April 15 **In D2L Dropbox at 11:59pm MT** **30%**

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 2019-20 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:

| Letter Grade | Description | Percentage |
|--------------|--------------------------------------|------------|
| A+ | Outstanding performance | 97-100 |
| A | Excellent performance | 90-96 |
| A- | Approaching excellent performance | 85-89 |
| B+ | Exceeding good performance | 80-84 |
| B | Good performance | 75-79 |
| B- | Approaching good performance | 70-74 |
| C+ | Exceeding satisfactory performance | 65-69 |
| C | Satisfactory performance | 60-64 |
| C- | Approaching satisfactory performance | 57-59 |

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| D+ | Marginal pass | 54-56 |
| D | Minimal pass | 50-53 |
| F | Did not meet course requirements | 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. 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). 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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), 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/.

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.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

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 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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

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| Student Success Centre | http://www.ucalgary.ca/ssc/ |
| Student Wellness Centre | http://www.ucalgary.ca/wellnesscentre/ |
| Distress Centre | http://www.distresscentre.com/ |
| Library Resources | http://library.ucalgary.ca |

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/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

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 |
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| Week One January 16 | Course Introduction | Syllabus & Review of D2L Site | |
| Week 2 January 23 | Introduction to Mad People's History | Read: <ul style="list-style-type: none">• Reaume, Geoffrey. (2002). Lunatic to Patient to Person: Nomenclature in Psychiatric History and the Influence of Patients' activism in North America. <i>International Journal of Law and Psychiatry</i>, 25(4), 405-426.• Saini, Annu. (2013, Winter). Madness: A Beginner's Guide. <i>Asylum: An International Magazine for Democratic Psychiatry</i>. Pp. 11-12. | Week 2 Activity Due in Dropbox by 11:59pm MT |
| Week 3 January 30 | "Curing" Madness | Read: <ul style="list-style-type: none">• Abbas, J. & Voronka, J. (2014). Remembering institutional erasures: The meaning of histories of disability incarceration in Ontario. In L. Ben-Moshe, C. Chapman and A. Carey's (eds.) <i>Disability Incarcerated: Imprisonment and disability in the United States and Canada</i> (121-138). New York: Palgrave Macmillan• Johnstone, L. & Frith, H. (2005). Discourse analysis and the experience of ECT. <i>Psychology and Psychotherapy: theory, Research and Practice</i>, 78, 189-203. | Week 3 Activity Due in Dropbox by 11:59pm MT |

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| Week 4 February 6 | Accounts of Madness | <p>Read:</p> <ul style="list-style-type: none"> • Beresford, Peter and Boxall, Kathy. (2015). Where do service users' knowledges sit in relation to professional and academic understandings of knowledge? Pp.69 - 86 in P. Staddon (ed.) Mental Health Service Users in Research: Critical Sociological Perspectives. Bristol, UK: Policy Press. • Costa, L., MacFarlane, B., Landry, D., Voronka, J., Reid, J., Reville, D., & Church, K. (2012). Recovering our Stories: A Small Act of Resistance. Studies in Social Justice, 6(1), 85-101. | Week 4 Activity Due in Dropbox by 11:59pm MT |
| Week 5 February 13 | Intersections & Alliances | <p>Read:</p> <ul style="list-style-type: none"> • Waters, R. (May/June 2005). Medicating Amanda. Mother Jones. Retrieval from: http://www.motherjones.com/politics/2005/05/medicating-amanda • Fitzpatrick, Catherine (2013, Winter). Dear Mad Pride, with Gratitude. Asylum: An International Magazine for Democratic Psychiatry, 30-31. • Pyne, Jake. (2015, December 17). Discredited treatment of trans kids at CAMH shouldn't shock us. The Toronto Star. Retrieved from: http://www.thestar.com/opinion/commentary/2015/12/17/discredited-treatment-of-trans-kids-atcamh-shouldnt-shock-us.html | Week 5 Activity Due in Dropbox by 11:59pm MT |
| Week 6 February 20 | Winter Semester Break. No Class or Content this Week | | |

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| Week 7 February 27 | Service Users and Survivors | <p>Read:</p> <ul style="list-style-type: none"> Campbell, Peter. 2005. "From Little Acorns – The Mental Health Service User Movement". Pp. 73 – 82 in <i>Beyond the Water Towers: The Unfinished Revolution in Mental Health Services 1985-2005</i>, edited by A. Bell and P. Lindley. London, UK: The Sainsbury Centre for Mental Health. Finkler, Chava. (2014). "We do not want to be split up from our family": Group home tenants amidst land use conflict. In B. Burstow, B. A. LeFrancois, and S. Diamond's (eds.) <i>Psychiatry Disrupted: Theorizing Resistance and Crafting the Revolution</i> (96-113). Kingston, ON: McGill-Queens University Voronka, J. (2016, Winter). Inclusion Interrupted. <i>Asylum: An International Magazine for Democratic Psychiatry</i>. Pp.6. | Week 7 Activity Due in Dropbox by 11:59pm MT |
| Week 8 March 5 | Recovery in the context of contemporary health | <p>Read:</p> <ul style="list-style-type: none"> Textbook: Chapters 1 & 2, 3 & 5 <p>Watch</p> <ul style="list-style-type: none"> Patricia Deegan Lecture: Recovery from mental disorders. https://www.youtube.com/watch?v=jhK-7DkWwKE | Week 8 Activity Due in Dropbox by 11:59pm MT |
| Week 9 March 12 | <p>Recovery, peer support and consumer movements</p> <p>Group Lab Work. No Lecture this Week</p> | <p>Readings:</p> <ul style="list-style-type: none"> Textbook: Chapter 4 White, W., the PRO-ACT Ethics Workgroup, with legal discussion by Popovits R. & Donohue, B. (2007). <i>Ethical Guidelines for the Delivery of Peer-based Recovery Support Services</i>. Philadelphia: Philadelphia Department of Behavioral Health and Mental Retardation Services. | Peer Run Lab Assignment Part 1 Due in Dropbox by 11:59pm MT |

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| | | <p>Watch:</p> <ul style="list-style-type: none"> The Inmates are Running the Asylum https://www.youtube.com/watch?v=JwyaRU1svrA <p>Additional Materials for Your Reference:</p> <ul style="list-style-type: none"> Cyr C, McKee, H., O'Hagan, M & Priest, R., for the Mental Health Commission of Canada (2010 first edition / 2016 second edition). Making the Case for Peer Support: Report to the Peer Support Project Committee of the Mental Health Commission of Canada. http://www.mentalhealthcommission.ca How Consumers Step Up to Design a Truly Recovery-based Mental Health System http://power2u.org/how-consumers-step-up-to-design-a-truly-recovery-based-mental-health-system/ (skim) | |
| <p>Week 10 March 19</p> | <p>Trauma & Recovery</p> <p>Group Lab Work. No Lecture this Week</p> | <p>Readings:</p> <p>Perry, B. P. (2001). The Neurodevelopmental Impact of Violence in Childhood. https://www.researchgate.net/publication/253039874_The_Neurodevelopmental_Impact_of_Violence_in_Childhood</p> <p>Trauma Informed Care in Behavioral Health Services. Chapter 3: Understanding the Impact of Trauma https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/books/NBK207191/</p> | <p>Peer Run Lab Assignment Part 2 Due in Dropbox by 11:59pm MT</p> |

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| <p>Week 11 March 26</p> | <p>Social & Political Realities</p> | <p>Read:</p> <ul style="list-style-type: none"> • Ridgway, P., & Zipple, A. M. (1990). The paradigm shift in residential services: From the linear continuum to supported housing. <i>Psychosocial Rehabilitation Journal</i>, 13(4), 11-32. • Deegan, P. E. (1992). The Independent Living Movement and people with psychiatric disabilities: Taking back control. <i>Psychosocial Rehabilitation Journal</i>, 15(3), 3-20. <p>Addition Resources:</p> <ul style="list-style-type: none"> • Carol L. Pearson, Ph.D., Walter R. McDonald & Associates, Inc. Gretchen Locke, Abt Associates Inc. Ann Elizabeth Montgomery, Walter R. McDonald & Associates, Inc. Larry Buron, Ph.D., Abt Associates Inc. (2007). The Applicability of Housing First Models to Homeless Persons with Serious Mental Illness. Final report. Prepared for: U.S. Department of Housing and Urban Development Office of Policy Development and Research. Rockville, MD: Walter R. McDonald & Associates, Inc. Cambridge, MA: Abt Associates Inc. www.huduser.org/Publications/pdf/hsgfirst.pdf | <p>Final Lab Paper Due Due in Dropbox by 11:59pm MT</p> |
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| Week 12 April 2 | Professional roles within recovery model & Synthesis of Mad & Recovery Models | Read: <ul style="list-style-type: none"> • Textbook Chapter 6 and 7 • Berger, J. L. (2006). Incorporation of the tidal model into the interdisciplinary plan of care – a program quality improvement project. Journal of Psychiatric and Mental Health Nursing, 13, 464–467. | Week 12 Activity Due in Dropbox by 11:59pm MT |
| Week 13 April 9 | Inquiry Paper completion. Instructor is available for consultations on-line. | | |