

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

**Instructors:**

Meaghan Edwards Ph.D.  
[meaghan.edwards@ucalgary.ca](mailto:meaghan.edwards@ucalgary.ca)

**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 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 2019-2020 Calendar.

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

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

Online discussions will be considered for this assignment on those weeks that are not devoted to the lab. 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 and personal experience. 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 Tuesday night at 11: 59 pm MT each week. Early posting is encouraged. Second posting is required from each student no later than Friday night at 11:59 pm MT 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. Peer Run Lab Assignment **30%**

You will complete **an online lab assignment** following small group discussions of assigned topic. The 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 can be written individually or as a group, 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 online.

3. Individual assignment: Applying Mad Studies to Recovery or Recovery to Mad Studies **30%**  
A 1200-word individual inquiry addressing an issue in the field of Mad Studies or mental health recovery. 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 comparative models. You must check your topic with the instructor by week 8 **or earlier**, before **you begin working on your paper**.

**Due Date: Last day of classes**

**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
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](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**

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/](http://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](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.

### **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**

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).

### **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.

<b>Date</b>	<b>Module / Topics</b>	<b>Readings</b>	<b>Assignments &amp; Due Dates</b>
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"> <li>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.</li> <li>Saini, Annu. (2013, Winter). Madness: A Beginner's Guide. <i>Asylum: An International Magazine for Democratic Psychiatry</i>. Pp. 11-12.</li> </ul>	Week 2 Discussion Posts Due
Week 3 January 30	"Curing" Madness	Read: <ul style="list-style-type: none"> <li>Abbas, J. &amp; 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</li> <li>Johnstone, L. &amp; Frith, H. (2005). Discourse analysis and the experience of ECT. <i>Psychology and Psychotherapy: theory, Research and Practice</i>, 78, 189-203.</li> </ul>	Week 3 Discussion Posts Due



Week 4 February 6	Accounts of Madness	<p>Read:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Costa, L., MacFarlane, B., Landry, D., Voronka, J., Reid, J., Reville, D., &amp; Church, K. (2012). Recovering our Stories: A Small Act of Resistance. Studies in Social Justice, 6(1), 85-101.</li> </ul>	Week 4 Discussion Posts Due
Week 5 February 13	Intersections & Alliances	<p>Read:</p> <ul style="list-style-type: none"> <li>• Waters, R. (May/June 2005). Medicating Amanda. Mother Jones. Retrieval from: <a href="http://www.motherjones.com/politics/2005/05/medicating-amanda">http://www.motherjones.com/politics/2005/05/medicating-amanda</a></li> <li>• Fitzpatrick, Catherine (2013, Winter). Dear Mad Pride, with Gratitude. Asylum: An International Magazine for Democratic Psychiatry, 30-31.</li> <li>• Pyne, Jake. (2015, December 17). Discredited treatment of trans kids at CAMH shouldn't shock us. The Toronto Star. Retrieved from: <a href="http://www.thestar.com/opinion/commentary/2015/12/17/discredited-treatment-of-trans-kids-atcamh-shouldnt-shock-us.html">http://www.thestar.com/opinion/commentary/2015/12/17/discredited-treatment-of-trans-kids-atcamh-shouldnt-shock-us.html</a></li> </ul>	Week 5 Discussion Posts Due
Week 6 February 20	Winter Semester Break. No Class or Content this Week		

Week 7 February 27	Service Users and Survivors	<p>Read:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Voronka, J. (2016, Winter). Inclusion Interrupted. <i>Asylum: An International Magazine for Democratic Psychiatry</i>. Pp.6.</li> </ul>	Week 6 Discussion Posts Due
Week 8 March 5	Recovery in the context of contemporary health	<p>Read:</p> <ul style="list-style-type: none"> <li>Textbook: Chapters 1 &amp; 2, 3 &amp; 5</li> </ul> <p>Watch</p> <ul style="list-style-type: none"> <li>Patricia Deegan Lecture: Recovery from mental disorders. <a href="https://www.youtube.com/watch?v=jhK-7DkWaKE">https://www.youtube.com/watch?v=jhK-7DkWaKE</a></li> </ul>	Week 8 Discussion Posts Due
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"> <li>Textbook: Chapter 4</li> <li>White, W., the PRO-ACT Ethics Workgroup, with legal discussion by Popovits R. &amp; 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.</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>The Inmates are Running the Asylum <a href="https://www.youtube.com/watch?v=JwyaRU1svrA">https://www.youtube.com/watch?v=JwyaRU1svrA</a></li> </ul> <p>Additional Materials for Your Reference:</p> <ul style="list-style-type: none"> <li>Cyr C, McKee, H., O'Hagan, M &amp; Priest, R., for the Mental Health Commission of Canada (2010 first edition / 2016 second edition). <i>Making</i></li> </ul>	Peer Run Lab Assignment Part 1 Due in Dropbox by 11:59pm MT

		<p>the Case for Peer Support: Report to the Peer Support Project Committee of the Mental Health Commission of Canada.  <a href="http://www.mentalhealthcommission.ca">http://www.mentalhealthcommission.ca</a></p> <ul style="list-style-type: none"> <li>How Consumers Step Up to Design a Truly Recovery-based Mental Health System  <a href="http://power2u.org/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/</a> (skim)</li> </ul>	
<p>Week 10 March 19</p>	<p>Trauma &amp; 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.  <a href="https://www.researchgate.net/publication/253039874_The_Neurodevelopmental_Impact_of_Violence_in_Childhood">https://www.researchgate.net/publication/253039874_The_Neurodevelopmental_Impact_of_Violence_in_Childhood</a></p> <p>Trauma Informed Care in Behavioral Health Services. Chapter 3: Understanding the Impact of Trauma <a href="https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/books/NBK207191/">https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/books/NBK207191/</a></p>	<p>Peer Run Lab Assignment Part 2 Due in Dropbox by 11:59pm MT</p>
<p>Week 11 March 26</p>	<p>Social &amp; Political Realities</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>Ridgway, P., &amp; Zipple, A. M. (1990). The paradigm shift in residential services: From the linear continuum to supported housing. Psychosocial Rehabilitation Journal, 13(4), 11-32.</li> <li>Deegan, P. E. (1992). The Independent Living Movement and people with psychiatric disabilities: Taking back control. Psychosocial Rehabilitation Journal, 15(3), 3-20.</li> </ul> <p>Addition Resources:</p> <ul style="list-style-type: none"> <li>Carol L. Pearson, Ph.D., Walter R. McDonald &amp; Associates, Inc.</li> </ul>	<p>Final Lab Paper Due Due in Dropbox by 11:59pm MT</p>

		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. <a href="http://www.huduser.org/Publications/pdf/hsgfirst.pdf">www.huduser.org/Publications/pdf/hsgfirst.pdf</a>	
Week 12 April 2	Professional roles within recovery model & Synthesis of Mad & Recovery Models	Read: <ul style="list-style-type: none"> <li>• Textbook Chapter 6 and 7</li> <li>• 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.</li> </ul>	Week 12 Discussion Post Due
Week 13 April 9	Inquiry Paper completion. Instructor is available for consultations on-line.		Inquiry Paper Due April 15, in Dropbox by 11:59 MT