The University of Calgary
Bachelor of Community Rehabilitation
Cumming School of Medicine

CORE 569 L01
Recovery Models: Mental Health and Disability

Instructor
Meaghan Edwards PhD
meaghan.edwards@ucalgary.ca

Office Hours/Policy on Answering Student Emails
Please note that all course communications must occur through your @ucalgary email, and the instructor will respond to emails sent via student’s @ucalgary emails within 48 hours.

Time and Location:
Learning activities will happen in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete their course activities on their own time, such as via discussion boards, watching videos, etc.) contexts.
Synchronous activities will occur via Zoom on Thursdays at 11:00 am-1:45 pm (see Course Schedule below for details).
To best succeed in the course, students are required to participate in both the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions, and to meet the assigned deadlines. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative activity. This may not always be possible.

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.

Course Learning Outcomes

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.

Learning Resources


Additional required reading resources will be available on D2L 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 BEFORE each lecture.** Instructors will proceed in class 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.**

Learning Technology Requirements

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.
In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar. Detailed guidelines and marking criteria for all the assignments are available on D2L.

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

1. Interactive synchronous (Zoom) discussions on assigned topics: 40%

Students will be placed in one of small discussion groups for the duration of the course, starting January 14, to discuss the weekly materials. Each Thursday the instructor will propose discussion questions based on the week’s readings and Zoom-based lecture. Small groups will have sufficient Zoom time, during the class hours, to discuss the questions. Following these small-group discussions, each student will be required to post their individual response in the D2L Forum. Within this response, each student will include their own answers to the questions, as well as their reflections on group discussion.

- Due time of weekly responses: any time beginning Friday, but no later than Monday following each class, by 11.59 pm MT

- Evaluation: The total mark for discussions will be calculated based on all weeks cumulatively. Instructor will summarize your marks in the end of the term, upon the evaluation of your posted responses.

- Associated learning outcomes assessed:
  - 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.
  - Other outcomes specific to each weekly class topic (as listed above).

2. Inquiry Paper # 1: Mad Studies in Application to a Current Social Issue: 30%

A 1200-word individual inquiry addressing a current social issue through a Mad Studies lens. The paper should explore context, intersections of identity and experience, and demonstrate a knowledge of Mad People’s history and theory. You must check your topic with the instructor by week 4 or earlier, before you begin working on your paper.

- Due March 3 at 11:59pm MT in D2L Dropbox

Associated learning outcomes assessed:
- 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.

3. Inquiry Paper # 2: An Inquiry into a Peer-Run Program: 30%

A 2000-word individual paper based both on your group inquiry and individual research. As a group, you will learn about a recovery-based peer-run program, organization, or informal group. A list of programs to choose from for your study will be suggested by the instructor. As a group, you will research the information about the chosen program online, as well as reach out and talk with program experts online or over Zoom, where possible. In your individual inquiry paper, you will describe and analyze the program and discuss how recovery principles are applied and implemented. Using what you learned about recovery and Mad Studies, you will compare these practices with other similar organizations, groups and service models that you find in the textbook, in literature and on the Internet, and you will also address challenges and barriers that your chosen program is facing. In addition to the information gathered through your inquiry, you are required to use course readings and scholarly literature available from the University Library electronic databases.

– Due April 15 at 11:59pm MT in D2L Dropbox

Associated learning outcomes assessed:
• 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.

Please note:
• APA format is required for all individual assignments. APA-style references are required for postings.
• Assignments must be provided to the instructor via D2L Dropbox, in Microsoft Word format only.

Students who do not complete all major components of the course prior to the end of the term 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. 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 2020-21 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). Sources used in research papers must be properly documented. 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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-95</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Missed Components of Term Work:
Late assignments will be deducted five percent (5%) for each day after the assignment due date. Assignments will not be accepted more than 3 days after the posted deadline, unless the instructor has been notified in advance, with a sufficient justification (e.g., illness, religious conviction, or domestic affliction). Students who miss a discussion post will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (https://www.ucalgary.ca/pubs/calendar/current/e-4.html).

Course Evaluations and Student Feedback
Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions
Zoom is a video conferencing program that will allow us to meet at specific times for a ‘live’ video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.
The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. **Participants are required to use names officially associated with their UCID** (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: [https://elearn.ucalgary.ca/guidelines-for-zoom/](https://elearn.ucalgary.ca/guidelines-for-zoom/).

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

**Attendance**

A large part of course learning is based on materials delivered and small-group work in the virtual Zoom classroom: *attendance is essential.*

**Conduct During Lectures**

The classroom (whether in-person or virtual) should be respected as a safe place to share ideas without judgement – a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at [https://www.ucalgary.ca/policies/forms/title](https://www.ucalgary.ca/policies/forms/title).

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors.**

**Use of Internet and Electronic Communication Devices in Class**

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices negatively affects the learning of the user and others during class time.
Students are responsible for being aware of the University’s Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright
All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.

Instructor Intellectual Property
Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) 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.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. 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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student’s academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit; https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
Additional information is available on the Academic Integrity website at: [https://ucalgary.ca/student-services/student-success/learning/academic-integrity](https://ucalgary.ca/student-services/student-success/learning/academic-integrity).

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

**Freedom of Information and Protection of Privacy Act**
Student information will be collected in accordance with typical (or usual) 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](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](https://www.ucalgary.ca/pubs/calendar/current/i-2.html)

**Media recording**
Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

**Media recording for lesson capture**
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

**Sexual Violence Policy**
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at [https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf](https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf)

**Resources for Support of Student Learning, Success, Safety and Wellness**
- Student Success Centre: [http://www.ucalgary.ca/ssc/](http://www.ucalgary.ca/ssc/)
- Student Wellness Centre: [http://www.ucalgary.ca/wellnesscentre/](http://www.ucalgary.ca/wellnesscentre/)
- Distress Centre: [http://www.distresscentre.com/](http://www.distresscentre.com/)
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 (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; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.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.
**Course Schedule**

The following is a list of topics for class, associated readings, and assignment due dates. Learning activities will happen in both **synchronous** (i.e., real-time/Zoom) and **asynchronous** (i.e., students complete on their own time such as posting on discussion boards, reading, watching videos) contexts. 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>• Syllabus &amp; review of D2L site&lt;br&gt;• Textbook – Foreword and pages 1 – 25.</td>
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<tr>
<td>January 14</td>
<td></td>
<td><strong>Note:</strong> all readings are <strong>required prior to indicated class</strong></td>
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<tr>
<td>January 21</td>
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<tr>
<td>January 28</td>
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</tbody>
</table>
| Week 4       | Accounts of Madness                  | • Review Rob Wipond’s Website “Mad in America” [https://www.madinamerica.com/author/rwipond/](https://www.madinamerica.com/author/rwipond/)  
<p>| February 4   |                                       |                                                                          |                          |</p>
<table>
<thead>
<tr>
<th>Week 6</th>
<th>February 15-19</th>
<th>Winter semester break. No class or content this week.</th>
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</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>February 25</td>
<td>Service Users and Survivors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.), <em>Psychiatry Disrupted: Theorizing Resistance and Crafting the (R)evolution</em> (96-113). Kingston, ON: McGill-Queens University.</td>
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<tr>
<td>Week 8</td>
<td>March 4</td>
<td>Accounts of Recovery</td>
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<td>Schizophrenia: lived experiences</td>
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<td></td>
<td></td>
<td>Guest speaker: Schizophrenia Society</td>
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<td></td>
<td></td>
<td>• Textbook: Forward &amp; Chapter 2 &amp; 3</td>
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<tr>
<td>Week 9</td>
<td>March 11</td>
<td>Recovery in the context of contemporary health. Medical, psychosocial rehabilitation, and recovery models.</td>
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<tr>
<td></td>
<td></td>
<td>• Textbook: Chapter 5</td>
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<tr>
<td></td>
<td></td>
<td>• 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></td>
</tr>
<tr>
<td>Week 10</td>
<td>March 18</td>
<td>Recovery and peer support movements. Groups sign up for community-based, peer-run programs to work on for next assignment.</td>
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<tr>
<td></td>
<td></td>
<td>• Textbook: Chapter 4</td>
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<tr>
<td></td>
<td></td>
<td>• The Inmates are Running the Asylum (video) <a href="https://www.youtube.com/watch?v=JwyaRU1syrA">https://www.youtube.com/watch?v=JwyaRU1syrA</a></td>
</tr>
</tbody>
</table>
  - AA Big Book, Chapters 1 to 5 (p. xiii-xiv, 1 – 71)  
  - Additional materials posted by instructor  
Small groups work with their assigned peer-run movement reps in Zoom discussion rooms  | Week 11 discussion post due in D2L forum by 11:59pm MT Monday March 29 |
Small groups continue to work with their assigned peer-run movement reps in Zoom discussion rooms  | Week 12 discussion post due in D2L forum by 11:59pm MT Monday April 5 |
| Week 13  | April 8   | Professional roles within recovery model | Textbook Chapters 6 & 7  
| Week 14  | April 15: last day of classes | Completion of Inquiry Paper # 2.  
*No lecture.* Instructor is available for consultations online. | *Inquiry Paper # 2 due in Dropbox Thursday, April 15, by 11:59pm MT* |