

Special Topics in Clinical Psychology (PSYD33 H3)

COURSE SYLLABUS – Winter 2024

Instructor: Simone Arbour, PhD

Research Scientist, Ontario Shores Centre for Mental Health Sciences; Assistant Professor Status Only, University of Toronto Scarborough

Class Time and Location: Friday 1-3pm, HL B106

Office Hours and Location: By appointment

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Summary

This course is designed to provide students with an overview of the emerging field of **Recovery in Mental Health**. Building on positive psychology theory, topics will include recovery-oriented practices, recovery initiatives such as Recovery Colleges and a brief overview of applied research and program evaluation in personal recovery. As a result, this course will equip students with an empirical foundation for understanding and evaluating work in this area. This seminar course will employ mixed teaching methods that combine conceptual (lectures, selected readings and student led presentations) and experiential (exploring individual personal recovery facets, and case studies) learning to facilitate engagement with the topic and to deepen understanding of work in this area. We will review the evidence base for the use of recovery-oriented practices within mental health. The combination of didactic, experiential, and presentation-based learning will provide students with the opportunity to develop skills for effectively delivering written and oral presentations on important issues in the field of recovery in mental health.

Learning Outcomes

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

- Identify differences between clinical recovery and personal recovery
- Extract key information from historical and contemporary research and review articles in the service of constructing effective oral presentations.
- Critically appraise the ways in which mental health is depicted in popular culture.
- Describe plausible mechanisms by which personal recovery influences wellness.
- Define some of the personal recovery interventions used in health care and community settings (e.g., peer support, co-production, Recovery College, Wellness Recovery Action Plan (WRAP), etc.)
- Reflex and describe first-person experience with personal recovery practices, and how the practices help personal well-being.
- Discuss readings with peers in a thoughtful, informed, and respectful manner.

Description of Course Evaluations

Class Participation (15%) will be assessed by weekly attendance (5%) and participation (10%) in classroom discussions.

Oral Presentation (30%): In groups of four, students will prepare and present a 30-minute group presentation on a topic of their choice from the following list of recovery-oriented interventions:

- Peer Support
- Recovery College
- Wellness Recovery Action Plan
- Leveraging Lived Experience and Co-production
- Application of Recovery Principles Beyond Mental Illness (e.g. caregivers and physical disabilities)
- Social Prescribing
- Other (to be approved by instructor)

Each presentation will be followed by a class discussion based upon the themes and findings highlighted in the student presentations. Additional details regarding the requirements and evaluation of the presentation will be provided in class.

Presentation topics and dates will be assigned during class time.

Reflection Paper (1x10% and 1x20%) = (30%)

Students will submit two reflection papers over the semester on topics of their choosing (e.g. students can choose which weeks to submit reflection papers). Reflection paper should be approximately two pages in length and should provide a critical appraisal of one or more of the assigned readings for the week's topic.

Reflection papers must be submitted by 12pm on Tuesday after the topic is presented in class.

Pop Culture Assignment (25%) – Due March 1st end of day.

Students will watch a movie of a portrayal or discussion of mental illness. The goal of the assignment is to critically analyze how mental illness is depicted by the media. In your opinion, is it being depicted accurately (e.g. what is the diagnosis and corresponding treatment, if any)? Provide a brief background of the film. What aspects of personal recovery are depicted in the film? What factors underlie the mental illness in the film? What factors influence wellness? How might the film shape public perceptions of mental health?

This final assignment consists of a written report of approximately five pages. The paper must conform to American Psychological Association (APA) format.

Students can choose from the following movies:

- Silver Linings Playbook
- The Perks of Being a Wallflower
- As Good as It Gets
- It's Kind of a Funny Story

Weekly Topics, Readings and Important Dates

WEEK	DATE	TOPIC
1	January 12	<p>Course Overview, Defining Personal Recovery as Distinct from Clinical Recovery, Case Study Introduction, Guest Speaker – Jessica Leslie Mental Health Librarian “How to Conduct and Effective Literature Search”</p> <p><i>Activity: Case Study Introduction</i></p> <p>No Reading</p>
2	January 19	<p>The CHIME Framework, Overview of Stigma in Mental Health</p> <p><i>Activity: Introduction to Written Assignment</i></p> <p>Readings (in order of listing):</p> <ol style="list-style-type: none"> 1) Anthony, W. (1993). Recovery from mental illness: The guiding vision of the mental health services system in the 1990s. <i>Rehabilitation Journal</i>, 16, 4, 11-23. 2) Leamy, M., Bird, V., LeBoutillier, C., Williams, J., & Slade, M. (2011). Conceptual framework for personal recovery in mental health: Systematic review and narrative synthesis. <i>British Journal of Psychiatry</i>, 199,445-452. 3) Horsfall, J., Cleary, M., & Hunt, G. E. (2010) Stigma in mental health: Clients and professionals, <i>Issues in Mental Health Nursing</i>, 31:7, 450-455, DOI: 10.3109/01612840903537167
3	January 26	<p>Introduction to Recovery College, Recovery Colleges in Post-Secondary Schools in Ontario</p> <p><i>Activity: Discussion of Recovery College at UTSC</i></p> <p>Readings (in order of listing) :</p> <ol style="list-style-type: none"> 1) Perkins, R., Repper, J. Rinaldi, M. & Brown, H. (2012). Recovery Colleges. UK, Implementing Recovery Through Organizational Change. Retrieved from: https://imroc.org/wp-content/uploads/2022/04/1.Recovery-Colleges.pdf 2) Theriault, J., Lord, M., Briand, C., Piat, M., Meddings, S. (2020). Recovery Colleges after a decade of research: A literature review. <i>Psychiatric Services</i>, 71, 9, 928-940
4	February 2	<p>Recovery Interventions – Social Prescribing WRAP Peer Support</p> <p><i>Activity: WRAP Discussion, Case Study Check In</i></p> <p>Readings:</p> <ol style="list-style-type: none"> 1) Shalaby RAH, Agyapong VIO. Peer Support in Mental Health: Literature Review. <i>JMIR Ment Health</i>. 2020 Jun 9;7(6):e15572. doi: 10.2196/15572. PMID: 32357127; PMCID: PMC7312261. 2) Wellness Recovery Action Plan – (to be provided)

5	February 9	Recovery in the Applied Setting: Organizational Challenges
<i>Activity: Risk Assessment; Case Study Check In</i>		
Readings:		
<ol style="list-style-type: none"> 1) Shepherd, G., Boardman, J., Slade, M. (2008). Making recovery a reality, Sainsbury Centre for Mental Health. Retrieved from: https://mentalhealthrecoverystories.hscni.net/wp-content/uploads/2014/01/Making-recovery-a-reality-policy.pdf 2) Davidson, L., Drake, R. E., Schmutte, T., Dinzeo, T., Andres-Hyman, R. (2009). Oil and water or oil and vinegar? Evidence-based medicine meets recovery. <i>Community Mental Health Journal</i>, 45, 323-332. 		
6	February 16	Recovery in the Applied Setting: Opportunities
<i>Activity: Team Recovery Implementation Plan (TRIP)</i>		
Readings:		
<ol style="list-style-type: none"> 3) Mental Health Commission of Canada. (2021). Recovery-Oriented Practice. An Implementation Toolkit. Ottawa, Canada. Author. Retrieved from https://mentalhealthcommission.ca/wp-content/uploads/2021/09/Recovery-oriented-practice-An-implementation-toolkit.pdf 4) Mental Health Commission of Canada. (2021). Implementing Recovery-Oriented Practice: Real-World Examples in Canada. Ottawa, Canada. Retrieved from: https://mentalhealthcommission.ca/wp-content/uploads/2021/09/Implementing Recovery Oriented Practice Real World Examples in Canada_eng.pdf 		
7	March 1	Recovery Measurement
<i>Activity: Review of Recovery Assessment Scale and Recovery Promotion Fidelity Scale</i>		
Readings:		
<ol style="list-style-type: none"> 1) Shanks, V, Williams, J, Leamy, M, Bird, V. J., Le Boutillier, C, & Slade, M (2013). Measures of personal recovery: Systematic review. <i>Psychiatric Services</i>, 64, 10, 974-980. 2) Piat, M., Wainwright, M., Rivest, MP. et al. (2022) The impacts of implementing recovery innovations: a conceptual framework grounded in qualitative research. <i>International Journal of Mental Health Systems</i> 16, 49 (2022). https://doi.org/10.1186/s13033-022-00559-2 		
8	March 8	Recovery in Special Populations: Forensics, Adolescents, Geriatrics
<i>Activity: Q & A with Mark Rice, Senior Clinical Director, Ontario Shores, Case Study Check In</i>		
Reading:		
<ol style="list-style-type: none"> 1) Mental Health Commission of Canada. (2015). Recovery Guidelines Ottawa, ON: Author. Chapter 4. Responding to the Diverse Needs of Everyone Living in Canada. Retrieved from: 		

https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/MHCC_RecoveryGuidelines_ENG_0.pdf

9	March 15	PRESENTATIONS
10	March 22	PRESENTATIONS
11	March 29	GOOD FRIDAY (no class)
12	April 8	SITE VISIT – Ontario Shores Centre for Mental Health Sciences (optional) or PRESENTATIONS (if needed)

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce

assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

DEPARTMENT OF PSYCHOLOGY POLICIES

Missed Term Work Policy

Using the Missed Term Work policy below is **optional**. You may prefer to develop your own system (ex. you could create your own online form instead of using our MTW form), but you must account for the following:

- If there are legitimate, documented reasons beyond a student's control for missed work, they should be accommodated **without academic penalty** (as per the [Academic Handbook](#), 6.6)
- Students who miss a term test for an acceptable reason (e.g. illness or bereavement) **should be offered a make-up test**. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, but this is **strongly discouraged** (as per the [Academic Handbook](#), 7.3)
- For a **first absence** in a course, students may simply **declare their absence on ACORN**. They can declare absence only once per term, for a period of up to 7 days. ACORN absence declarations should be considered sufficient documentation for missed work.
- If a student is **away more than once** in the term, they cannot declare additional absences on ACORN. In these cases, you have the **option to request proof** of their second+ absence, for example:
 - o A University approved Verification of Illness (VOI) form
 - o A death certificate, funeral announcement, or other supporting document for bereavement
 - o A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the student's claims, sent directly to the instructor by email

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to **<course email>** according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed TERM TESTS,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days), send your Accommodation Letter to the course email and specify how many days extension you are requesting. - If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar’s Office [petition process](#).

- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.