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CO 605 Treating the Serious Mentally Ill

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DRAFT*May 9, 2005***DRAFT**

**CO 605: Treating the Serious Mentally Ill:
Treatment Modalities and Referral Coordination
Summer Session (May 24-27; 8:30 a.m. -Noon) 1 Semester Unit**

Course Description

In order to function as a competent counselor, one must develop skills in diagnosing, treating and referring a variety of problems with which one may be confronted. In order to do this one must be thoroughly familiar with a variety of treatment modalities. This particular course is focused on working with those individuals with serious mental illness. This course will also consider the impact of serious mental illness on the family as well as the role of the family in care and support. A concern for Christian spirituality as it influences treatment for the serious mentally ill will be considered throughout the course.

Course Objectives

Having successfully completed this course, students will be able to:

- Describe and differentiate between various types of diagnoses associated with serious mental illness.
- Explain and evaluate the various treatment approaches for the serious mentally ill and their families.
- Articulate the processes and procedures for arranging appropriate referrals for the serious mentally ill and their families.
- Consider the relevant concepts and perspectives of Christian spirituality for the treatment of serious mental illness.

Required Course Texts

Rowan, T. & O'Hanlan, B. (2003). Solution-oriented therapy for chronic and severe mental illness. New York: W.W. Norton. ISBN: 03393704238; 180 pps. [paperback]

Marsh, D. T. (2001). A family-focused approach to serious mental illness: Empirically supported interventions (Practitioner's Resource Series). Professional Resource Exchange. ISBN: 1568870698, 110 pps.

Required Pamphlets (purchase from bookstore)

Marsh, D. T. (2001). Schizophrenia, Washington, DC: AAMFT. Item I073

Yapko, M. (1999). Depression, Washington, DC: AAMFT. Item I039.

Recommended Course Texts

Carter, L., & Minirth, F. (1995). The freedom from depression workbook. Thomas Nelson. ISBN: 0840762070

Frese, F. J. (2001). *New directions for mental health services: The role of organized psychology in treatment of the seriously mentally ill*, No. 88. San Francisco, CA: Jossey-Bass. ISBN: 0787914371 112 pps. [paperback]

Green, M.F. (2003). *Schizophrenia revealed: From neurons to social interactions*. New York: WW Norton. ISBN: 0390704181, pp. 224.

Jamison, K. (1997). *The unquiet mind*. Vintage. ISBN: 0679763309, pp. 240.

Lachenmeyer, N. (2001). *The outsider: A journey into my father's struggle with madness*. Broadway Trade Paperback. ISBN: 07679-0191-6, pp. 228.

Miklowitz, D. (2002). *The bipolar disorder survival guide: What you and your family need to know*. New York: Guilford Press. ISBN 157235258, 322 pp. [paperback]

Moorman, M. (2002). *My sister's keeper: Learning to cope with a sibling's mental illness*. ISBN 039332404, pp 320.

Woolis, R. & Hatfield, A. (1992). *When someone you love has a mental illness: A handbook for family, friends, and caregivers*. J. P. Tarcher. ISBN: 0874776953, pp. 336. [paperback]

Course Requirements

Attendance

You are expected to attend all classes and participate in small group activities and discussions. You should only be absent in emergencies such as illness, family death or similar unavoidable situations. Emergencies DO NOT include attending to church work, other employment obligations, or vacation time.

Students who attend all sessions [arrive on time, return promptly after breaks, stay until class closes] will have 1 point added to their final grade. Students who miss the equivalent of 3 hours of class for whatever reason will not receive a passing grade.

1. Book reviews. 25%

Due date: May 24, 2005 *****Students who submit this assignment on the **first** day of class (May 24) will have 1 point added to their final course grade. See attached grading rubric.*

Place your name on the last page ONLY – NOT on the front page.
Include 1 copy of rubric for each book review.

Students will prepare a 750 word review of **each** of the two required texts [pamphlets excluded from this assignment] and a 750 word review of ONE of the recommended texts. Your review will include:

- a. An accurate summary of the content of the book (2/3s of the review)

- b. A description of how this work impacted your understanding of working with people with chronic mental illness (1/3 of the review).

Prepare your book review using correct APA style. You should place the bibliographic reference using APA format at the beginning of your document (this is not added to the word count). Double-space, 1" margin all around, 12 cpi font.

2. Reflection Journal 25%

Due: Tuesday, May 31, 2005, NOON pm.

Place your name on the last page ONLY – NOT on the front page.
Include rubric.

Your reflection journal is the place where you will record what you have learned from each class session and from each presenter, and how this information is shaping your understanding of persons with chronic mental illness.

Your reflections should be typed, using a 12 cpi font. The date of the session should begin your journal. Each of the 4 journal entry should range between 600-750 words, double spaced, 1" margin all around.

Your journal should be delivered to the CPC Area Office NO later than 12 noon on May 31, 2005. Journals that are submitted at 12:01 pm will be considered late. You may also submit your journal electronically. Time stamp should be no later than 12 noon on May 31, 2005.

3. Resource Portfolio and Field Trip Report. 50%

Due date: June 17, 2005 by 12 noon.

Place your name on the last page ONLY – NOT on the front page.
Include rubric.

Portfolio

A portfolio is a multi-item information set. You want to think of this portfolio as a practical resource tool that you can use when you get out in the field.

Your portfolio MUST contain information about the following diagnoses;

- Bipolar Disorder
- Major Depression
- Schizophrenia

Your portfolio MUST contain

- A summary of 1 professional scholarly journal article on each of the major disorders noted above in your best APA format [limit your summary to 1 page per article, single-space, 1" margins, 12 cpi font]
- Annotated list of websites that you can use with clients and their families

Your portfolio MUST contain information for

- Professional counselors (you!)

- Family members and the person with mental illness

Your portfolio **may** contain information in the form of

- Pamphlets
- Annotated bibliography of books
- Outlines of treatment strategies by diagnosis
- List of community based resources for persons with chronic mental illness and their families

Your portfolio **MUST** be

- Organized by diagnostic category (i.e., put all information on major depressive disorders in one section)
- Include a table of contents that begins each section
- Presented in a three-ring binder or a portable file box

Course Policies

- All written material should conform to the style and form set forth in the Publication Manual for the American Psychological Association, 5th Ed.
- Students should submit written material on time; late papers will receive no written comments and the grade will be reduced by at least 1/3 for each week that the assignment is late.
- Incompletes denote that the work of a course has not been completed due to an **unavoidable emergency**, which does **not** include delinquency, vacation plans, attending to church work or other employment.
- Students may submit papers electronically to the professor's seminary e-mail address. However students should not SPO any required assignments to the professor. Assignments that are not mailed electronically, should be hand delivered to the Office of Counseling and Pastoral Care.

Grading

Rubrics are attached to the end of this syllabus.

Asbury Seminary defines grades using the following criteria (catalog, p. 24):

- A= Exceptional work: outstanding or surpassing achievement of course objectives
- B= Good work: strong, significant achievement of course objectives
- C= Acceptable work: essential achievement of course objectives
- D= Marginal work: minimal or inadequate achievement of course objectives
- F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

100-96 = A
95-93 = A-
92-87 = B+
86-84 = B
83-81 = B-
83-82 = C+

76-74 = C
73-71 = C-
70-67 = D+
66-64 = D
63-61 = D-
60 and below = F

How to Write a Book Review for CO605

Created: April 1, 2004

Introduction

Book reviews provide a comprehensive summary and critique of the text. In this class you will write three book reviews. The first two will be on the required texts and the third one will come from the recommended reading list.

Your book review should be no longer than 750 words. This means that you can waste few words on clever paragraphs. You need to get to the point quickly, yet thoroughly. But a book review is more than just a summary of the content. It also demonstrates your thoughtful engagement with the text as it relates to the field of counseling at large.

Some questions to ask yourself as you read:

- What is the main thesis argued in this text? What is the overall aim of this book? What form do(es) this text's central argument(s) take?
- What skills or knowledge does this text assume? Are these assumptions acknowledged and/or supported?
- Do you see points of contact between this book or writer and others with which you have interacted in this course? Other books or writers you know?
- How helpful is this writer/book for your study in this course? What models for practice might arise from this material? How might this material inform practices you know or in which you have been involved?
- What are the strengths of this book? Weaknesses?

Writing Book Reviews

1. Primary Matters. By way of exposing you to alternative viewpoints and in order to foster critical thinking, book reviews of various lengths are assigned. In this case your book reviews will range from 3-4 pages, typed, double-spaced, using a standard, 12-point font like Times New Roman with one-inch margins (or approximately 750 words in length).

Reviews should develop along two avenues. First, the review should indicate a thorough knowledge of the book as a whole, read on its own terms. This part of the review might be thought of as a summary, in a sense, of the entire volume but with an eye to several important questions, including: What is the book's fundamental aim? Central theme(s)? Presuppositions? Method(s)? Second, the review should engage the book critically and personally. Does the book accomplish its aim? Is the book understandable? Are its assumptions defensible? Is its argument cogent? How has the reading of this book shaped you? In what way, if at all, do you regard this

as an important book? Whenever possible, you should situate your critique of the book within the larger discussion of the subject.

(2) References. Usually, a book review will refer to only one book—namely, the book being reviewed. In this case, the heading for the review should include the relevant bibliographical information in correct APA style. Thus:

Worthington, E. L., Jr. (2001). *Five steps to forgiveness: The art and science of forgiving*. New York: Crown Publishers.

Your name will appear at the end of the review.

As with any written assignment, book reviews should include proper APA referencing of direct citations. This is most easily accomplished in a book review by in-text notes. For in-text notes, the proper form to follow would be (page). Thus:

According to the author, “unforgiveness is slow-cooked through vengeful rumination into resentment, hatred, hostility, anger, fear, stress, and bitterness (p. 32).”

Notice that quotation marks, not italics, are used to set off the citation. Notice also that the in-text reference comes after the second set of quotation marks but before the final period.

In some cases, a review will include references to other books as well. If your book review refers to books in addition to the book being reviewed, use the same heading as before, but change the form of your in-text notes and add a complete bibliography. In this case, the proper form to follow for in-text notes is (Author’s last name, date, page). Thus:

According to the author, “this commentary aims to consider the various facets of the context in which the writer and his initial readers lived and thought: the religious assumptions, the political framework and structures of power, and above all the sociocultural features of the author and the initially intended readers” (Kee, 1997, p. 13).

For the bibliography, follow correct APA style as modeled above with Worthington.

On all questions of style, including those related to references and bibliography, see the current edition of the American Psychological Association Publication Manual. Remember when writing a book review, or any other written assignment at Asbury Theological Seminary, that the Seminary has adopted a policy on inclusive language. You can find this policy in the student guidebook, available in the Wilmore Campus Folder, Student Information on First Class Client.

(3) A Possible Outline. Book reviews come in many forms. If you are unfamiliar with this “genre,” you might want to look at a few examples in journals like *Journal of Psychology and Christianity* or *Journal of Psychology and Theology*. One outline (but hardly the only one) that

is quite effective is the following (remember that the relative length of each section will depend on the overall length of the assignment):

The Beginning (1 or 2 paragraphs)

- Identify the author and her book.
- Situate the book in a larger context or discussion.
- State the book's primary contribution.
- State the book's primary aim(s) and approach.

The Middle—Part 1 (1 pages)

- Provide a brief outline of the book.
- Sketch the book's contents, taking care to represent the substance of the book on its own terms. Give your implied reader (that is, the person who has not read this book but who wants to be introduced to it) a generous accounting of the main threads of the book's argument.
- Be sure that you deal with the whole book—and not only your favorite part or with the material you found least or most compelling.

The Middle—Part 2 (1 page)

- Engage the book critically and personally. For possible avenues into the sort of critical reflection expected at the graduate level, see the questions outlined above, under the headings "Staying Engaged in Your Reading" and "Primary Matters."

The End (1 paragraph)

- Write a conclusion—not to the book, but to your book review. Sum up the importance and/or liabilities of this book for your reader.

(4) Grading. My assumption in grading book reviews is that more is anticipated of a critical review at the graduate level than at the undergraduate. I assume that you should be able to manage communicating the substance of the book (that is, "The Middle—Part 1") with relative ease. If you introduce the book well, deal competently with the content of the book, and conclude your review appropriately, this will earn your review a grade in the "B" range. When I assign a review a grade of "B+" or higher, this is because these basics are covered *and*, to varying degrees, the review has impressed me with its attention to critical engagement, its independence of thought, its creativity of reflection, and the like. This usually relates to what I have called "The Middle—Part 2," but it can also relate to how well the book is positioned in the wider conversation ("The Beginning" and "The End").

Because much of counseling is about *communication*, I treat seriously a number of issues related to *presentation*: style, format, proper spelling, proper grammatical usage, and so on. My typical practice is to edit the first page heavily, but not to edit the whole paper.

- Presentation is factored into the grade of this and all written assignments.
- I would strongly urge you to use but not to trust your spell-checker.
- There is no substitute for careful and repeated proofreading, including proofreading by a friend (if you can recruit one to help you in this way!).
- I do make allowances for persons whose first language is not English.

Sample Book Review

Shults, F. L. & Sandage S. J. (2003). *The faces of forgiveness: Searching for wholeness and salvation*. Grand Rapids, MI: Baker Academic.

The past decade has witnessed an explosion of publications (scholarly and popular) on forgiveness. LeRon Shults and Steven J. Sandage offer a fresh look at forgiving in their work *The Faces of Forgiveness: Searching for Wholeness and Salvation*. What makes their work fresh? Two things. First, Shults and Sandage bring insights from their respective disciplines to bear on this vital topic. Shults (the theologian) and Sandage (the psychologist) engage in an interdisciplinary dialog about forgiving and they invite us to ease drop on their conversation. Second, they take the postmodern turn toward relationality seriously in their writing. As such, they emphasize relational categories rather than substances in their analyses. For example the metaphor that brings coherence to their work is that of “face” or “facing.” They argue that we employ “facial hermeneutics” when we attempt to interpret the feelings and dispositions of another. Shults and Sandage subsequently explore “the developmental and theological implications of facial intertextuality as it influences the dynamics of forgiveness, both divine and

human” (p. 18). So rather than offering a shallow perspective on forgiveness, Shults and Sandage dive into the deep end of the pool and invite readers to join them.

This work is arranged in three parts. In Part I, Sandage unpacks a psychology of forgiveness (Chapters 2 and 3). Theoretically, Sandage draws upon psychological theory that emphasizes intersubjectivity. This is in contrast to other psychological treatments of forgiveness that focus on intrapsychic dimensions exclusively. Next, Sandage presents the psychological and emotive aspects of facing one another, as related to the therapeutic horizon of forgiveness. The psychology of guilt, shame, anxiety, empathy, and humility is tied to our ability (or inability) to forgive. Sandage concludes his overview of a psychology of forgiveness by presenting his forgiveness model; that is, engaging in lament, encouraging empathy and humility, and extending narrative horizons. In Part II, Shultz unpacks a theology of forgiveness (Chapters 4 and 5). Shults explores the horizon of redemptive forgiveness. He grounds interpersonal practices of forgiving in the theological soil of soteriology. In the process Shults challenges “obsolete philosophical and scientific assumptions” that may actually hinder practices of forgiving. Shults argues for a relational and grace-filled view of salvation that is based in a solid understanding of the scriptures and the contemporary turn toward relationality in philosophy. Rather than focusing on the order of salvation (*ordo salutis*) Shults calls us to focus on the *salutary ordering* of persons in community that is made possible by our new relationship with God through the cross of Christ. In other words, salvation makes possible new ways of relating to one another that includes practices of forgiving. Shults then discusses this *salutary ordering* as he explores the relationships between forgiveness and faith, love, and hope. Part III (Chapters 6 and 7) seeks to bring the foregoing discussions to bear upon life realities. It features two case

studies. After each case Sandage offers a case interpretation and Shults offers intertextual explorations.

Readers will find themselves stretched by various aspects of *The Faces of Forgiveness*. First, this work employs constructs that may be new to some readers. For example, readers who are not familiar with the psychological construct of intersubjectivity will discover new ways to view persons and their relationships and readers not accustomed to following the history of philosophical arguments will encounter a new way of making sense of things. Second, Shults and Sandage plunge deeply into their respective fields rather than skim the surface. Sandage compiles an excellent review of psychological forgiveness research and Shults develops a compelling argument for a new way to interpret the effects of the saving work of Christ. Third, this work treats its two foundational disciplines (theology and psychology) with respect. Scholars will find this work enriching as the psychology *and* theology of forgiveness are treated in depth. Students will find this work challenging as they are presented with an *interdisciplinary* approach to the study of forgiveness.

Shults and Sandage have given a gift to those who are interested in the contemporary study of forgiveness. Their writing is clear and well-organized. They weave the concept of “facial hermeneutics” into each chapter. This consistent thread ties the psychology and theology of forgiveness together so that a coherent presentation is offered to readers. Best of all they keep their feet grounded in the lived experience people who seek to live in peaceable community with one another. Sandage and Shults help us see how the practice of forgiveness facilitates this.

Reviewed by Virginia T. Holeman

Book Review Grading Rubric

	Excellent	Good	Weak
Content	Accurately and thoroughly summarized content.	Accurate reporting of content.	Inadequate or inaccurate reporting of content.
Critical Engagement	Creative and thoughtful engagement of text. Identifies strengths and weaknesses. Sets this work in the context of other counseling theories or techniques. Supports observations well.	Identifies strengths and weaknesses in a straightforward manner. Links this work to others in the field of counseling. Some support is given for opinion.	Little critical engagement of the text is evident. Evaluates work with terms like “good”, “poor” and the like with little support. Or minimum critical engagement is present.
Presentation	No grammar or spelling errors.	Few grammatical and spelling errors.	Many grammatical and spelling errors.
Form	Adheres to APA format with no errors.	Adheres to APA format with only minor errors.	Fails to adhere to APA format, or has many format errors.

Excellent book review = 4

Good book review = 3

Weak book review = 2

Grading Rubric for Reflection Journals

	Excellent	Good	Weak
Reflection	Thoughtful response to session. Considers impact of information on self and counseling practice. Reflects emotional and intellectual response.	Reports impact of presentations on self.	Little reflection is evidenced beyond minimum reaction to content.
Critical Engagement	Well-developed graduate level engagement with sessions. No only engages information but also links information with text material from this class and other classes. Raises questions, evaluates, and integrates each session with information from counseling at large.	Emerging graduate level engagement with session. Accurately reflects content of day. Links it with course texts material. Begins to make connections with counseling at large.	Reports content of session only. No evaluation of information attempted. Minimum connection with texts present.
Presentation	Appropriate grammar and spelling are evident.	Typed, double-spaced, with 12 cpi font. Some grammar and spelling errors are evident.	Does not conform to format direction. Many grammar and spelling errors.

Excellent = 4

Good = 3

Weak = 2

Rubric for Portfolio

A summary of 1 professional scholarly journal article on each of the major disorders

- Bipolar disorder APA format?
- Major depression APA format?
- Schizophrenia APA format?

- Annotated list of websites that you can use with clients and their families
Is information designated for professional counselors?
Is information designated for family members and the person with mental illness?

- Scope and quality of information [Which of the following are present in the portfolio?
Such as pamphlets, annotated bibliography of books, outlines of treatment strategies by
diagnosis, list of community based resources for persons with chronic mental illness and
their families.]

- Two-page (single space; 1" margins, 12 cpi font) field trip report
 - a) Date of your trip
 - b) A brief description of the setting
 - c) Discussion of how that setting approaches treatment of the serious mentally ill
 - d) Discussion of how that setting involves family members in the treatment process
 - e) Pros and cons of this particular milieu and approach in your opinion.

- Presentation of the portfolio
 - o Organized by diagnostic category (i.e., put all information on major depressive disorders in one section)
 - o Include a table of contents that begins each section
 - o Presented in a three-ring binder or a portable file box
 - o Overall quality of portfolio

.....
A grade of [4, 3, 2, or 1] will be place in each box.

A = 28

B = 21

C = 14

F = anything below 13