1-1-2008

CO 605 Treating the Serious Mentally Ill: Treatment Modalities and Referral Coordination

Asbury Theological Seminary

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2544

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
CO 605: Treating the Serious Mentally Ill: Treatment Modalities and Referral Coordination
Summer Session (May 27, 28, 29, 30; 9am-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


Optional, Recommended Course Texts


**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 miss the equivalent of 3 hours of class for whatever reason will not receive a passing grade.

1. **Book Review 30%**  
**Due June 11, 2008, by midnight**  
Students will select one book from the recommended reading list and will submit a book review based on the guidelines from *How to Write a Book Review for CO605.*

2. **Integrative Class Journal 70%**  
**Due June 11, 2008, by midnight**  
The integrative class journal is a 10-12 page document that demonstrates your grasp of the course material and that describes how the course material took hold of you. Your integrative class journal is NOT a stream of consciousness document that discloses how you feel about persons with severe mental illness. Instead it is closer to a integrative summary of the class content that also discusses how the various materials have reinforced, challenged, or changed your understanding of working with persons with severe mental illness and their families. See grading guide for specific details.

**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 using the link in the Virtual Campus; late papers will receive no written comments and the grade will be reduced by at least 1/3 for each day 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.

**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         | 76-74  = C        |
| 95-90  = A-         | 73-71  = C-       |
| 89-87  = B+         | 70-67  = D+       |
| 86-84  = B           | 66-64  = D        |
| 83-81  = B-          | 63-61  = D-       |
| 83-82  = C+          | 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 and cute introductions. 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:


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 ATS Info, 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 page)

- 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. How does this book impact the way that you look at persons with chronic and severe mental illness?

**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.

---

**Book Review Grading Rubric**

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

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what degree does the journal accurately and thoroughly integrate material from the required texts into the body of the essay?</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>2. To what degree does the journal reflect a critical and thoughtful engagement with the testimonies of persons with severe mental illness (either in person or through media)?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3. To what degree does the journal demonstrate a greater understanding of how one might work with persons with severe mental illness and their families?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4. To what degree does the journal reflect academic, graduate writing?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5. Organization, spelling, format</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL