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CO 602 Theoretical Approaches to Assessment and Treatment Planning

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CO602: Theoretical Approaches to Assessment and Treatment Planning
Counseling as Advocacy for Social Justice
Virginia T. Holeman, PhD
FINAL SYLLABUS 13 August 2006

One (1) Hour Credit

Maximum Enrollment: 30

Time Next Taught: Fall 2007

Prerequisites: CO601, CO720, and MA Counseling Status

Class Meeting: 6 September; 4 October; 1 November; 6 December

Time: 6:15-9:00 p.m.

Course Description (This description applies to all the Treatment Planning Courses)

In order to function as a competent clinician, one must develop competence in diagnosing and effectively treating a variety of problems with which they are confronted. In order to do this one must be thoroughly familiar with a variety of treatment modalities. This course is designed to provide students with an introduction to assessment, clinical diagnosis and treatment planning. Students will have an opportunity to become acquainted with material relevant to treatment issues both from a Christian historical perspective and current knowledge.

As a result of completing these courses, students shall (the bold print applies to CO602 in particular):

- 1. Become familiar with principles for applying Christian thought to the field of counseling.**
- 2. Learn how to conceptualize cases from various theoretical perspectives.**
- 3. Develop the ability to think like a clinician using relevant diagnostic information.**
- 4. Value a collegial process in the development of treatment plans.**
- 5. Learn how to develop and implement treatment plans including cultivating the ability to assess progress and formulate timelines.**
6. Learn the value of and how to keep effective treatment records.
7. Understand how to effectively utilize supervision to facilitate quality treatment.
8. Understand the role of psychotropic medications and mood altering chemicals in the treatment of mental and emotional disorders.
9. Understand how to make appropriate referrals.

This course also addresses the Christian Formation Value of Mercy and Justice. Activities from this course become part of your Christian Formation Portfolio. For more information on the Christian Formation Plan for students, go to First Class Client>ATS Info>Christian Formation>CFP Brochure, CFP Plan, FAQ, etc.

Defined: Social engagement fueled by mercy for fallible humanity and the quest for justice in personal, communal, corporate, political, and international contexts.

Map Point: Students will stand in solidarity with the poor and the marginalized for social justice and offer mercy.

Required Text

Aponte, H. J. (1994). *Bread and spirit: Therapy with the new poor: Diversity of race, culture, and values*. New York: W. W. Norton (257 pp.)

Required Article (Purchase at bookstore)

Heitzenrter, R. P. (1995). The *Imitatio Christi* and the great commandment: Virtue and obligation in Wesley's ministry with the poor. In M. D. Meeks (Ed.) *The Portion of the Poor* (pp. 49-63, 177-178). Nashville, TN: Kingswood Books.

Required Articles available on-line through Academic Search Premier (Located in EbscoHOST database)

- Chung, R. C-Y. (2005). Women, human rights, and counseling: Crossing international boundaries. *Journal of Counseling and Development*, 83, 262-268
- Kisela, M. S. & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development*, 79, 387-397.
- Montero, C.F. P. & Preussler, R. S. C. (2002). Psychology and social justice: Working towards a Christian justice-based model of integration. *Journal of Psychology and Christianity*, 21, 301-308.
- Waldegrave, C. (2005). "Just therapy" with families on low income. *Child Welfare*, 84(2), 265-275.

Wesley, J. Sermon 48: Self-Denial. Available through
<http://gbgm-umc.org/umhistory/wesley/sermons/serm-048.stm>

Wesley, J. Sermon 50: The Use of Money. Available through
<http://gbgm-umc.org/umhistory/wesley/sermons/serm-050.stm>

Recommended Reading

Minuchin, P, Colapinto, J, & Minuchin, S. (1998). *Working with the families of the poor*. New York: Guilford Press.

Snyder, H. A. (1996). *The radical Wesley and patterns for church renewal*. Eugene, OR: Wipf and Stock Publishers.

Requirements/Mean of Assessment

1. Social Action Experience and Reflection Paper [3 pages] (30%)

Reflection paper may be submitted throughout the semester but all reflection papers are due by Dec. 6, 2006.

Identify an activity that reflects social action on behalf of the poor, marginalized, or oppressed. Participate for a **minimum** of 4 hours (do not have to be consecutive hours) between 6

September and 6 December. Develop a 3 page reflection paper that links your experience with our class content. I list several examples below:

- a. If you are enrolled in IS501 or IS502, you may count your kingdom project/ social justice project as the experiential part of this assignment. You will subsequently compose the reflection paper particular to the goals and readings of this class.
- b. **NAMI Walks for the Mind of America** is a walk to raise money and awareness about our country's need for a world-class treatment and recovery system for people with mental illness. Misty Taylor is the ATS coordinator for NAMIWalks (October 7, 2006, Kentucky Horse Park, Noon -- ??). For more information: <http://www.nami.org/template.cfm?section=NAMIWALKS>, click on the state of KY. This would be particularly appropriate if you completed CO605 in May 2006.
- c. Become a “**Step by Step**” Volunteer <http://www.sbslex.org/> Step by Step is a ministry to teenage single moms. Twice a month (Thursday evenings), Step by Step sponsors an event for the Step by Step moms and their children. There are MANY ways to help out. Application required (see website).
- d. Create your own (with my approval). You may already be involved in a ministry or setting that reflects social justice advocacy (i.e., participation in the ministries of La Roca, Project READ – adult literacy program, or your practicum may currently be within the community mental health system). Submit a 1 page description of your activity and how it fits within the scope of advocacy for social justice. This is due no later than 4 October 2006. Participation in your “create your own” project will not count until you have my approval.

2. Social Justice Research Paper (5-6 pages, excluding references)

Paper Due: November 8, 2006 30%

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

You will select a topic related to social justice (i.e., homelessness, domestic violence, refugees, poverty, migrant workers, HIV/Aids, mental illness stigma – clear any other topic with me before you begin your research). Prepare a 5-6 page paper about this topic. You must include a well developed section on how your research can inform counselors who may work with people in counseling for whom your topic is a pressing issue. It would be ideal if your social action project and your social justice research paper dealt with the same issues. Bring your paper to the CPC office by NOON on November 13, 2006.

3. Social Justice Position Paper (6-8 pages)

Paper Due: December 13, 2006 40%

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

Prepare an 6-8 page paper that summarizes your current understanding of counseling as advocacy for social justice by integrating all aspects of this class [your experience, class presenters, required reading]. Generously integrate material from the required reading into the body of your paper.

If you are under the Christian Formation Program [you enrolled at ATS Fall 2005 or later], this paper becomes part of your portfolio for the Mercy and Justice Core Value.

Grading Policies and Procedures

Course assignments shall be graded using the following grade ranges:

A	100-96	C	76-74
A-	95-93	C-	73-71
B+	92-87	D+	70-67
B	86-84	D	66-64
B-	83-81	D-	63-61
C+	80-77	F	60 and below

Attendance: Punctual class attendance is required. Students should limit their absences to emergency cases such as illness, family emergencies, etc. Students who miss more than **3 hours** of class will not receive a passing grade.

Late Papers: Written assignments that are late will be graded without written feedback on the paper, and will be assessed 1/3 letter grade for each **week** the paper is late. A paper is deemed 'late' if it is not submitted at the time indicated on the syllabus.

Electronic Submissions: You may submit any of your papers electronically by posting them to the course icon Office.

CO602 Monthly Planner for Students
 CO602 Treatment Planning – Counseling as Advocacy for Social Justice
Session 1 reading is firm. Other sessions may shift prior to opening of semester.
 6:15-9:00pm

	Reading	Due
Session 1 Sept. 6	<p>Kisela, M. S. & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. <i>Journal of Counseling and Development</i>, 79, 387-397.</p> <p>Aponte Ch 1-3</p>	
Session 2 Oct. 4	<p>Wesley, J. Sermon 48: Self-Denial. Available through</p> <p>Wesley, J. Sermon 50: The Use of Money. Available through</p> <p>Heitzenrter, R. P. (1995). The <i>Imitatio Christi</i> and the great commandment: Virtue and obligation in Wesley's ministry with the poor. In M. D. Meeks (Ed.) <i>The Portion of the Poor</i> (pp. 49-63, 177-178). Nashville, TN: Kingswood Books.</p> <p>Aponte Ch. 4-6</p>	
Session 3 Nov. 1	<p>Montero, C.F. P. & Preussler, R. S. C. (2002). Psychology and social justice: Working towards a Christian justice-based model of integration. <i>Journal of Psychology and Christianity</i>, 21, 301-308.</p> <p>Aponte Ch. 7-8</p>	Nov. 8 – Social Justice Research Paper
Session 4 Dec. 6	<p>Chung, R. C-Y. (2005). Women, human rights, and counseling: Crossing international boundaries. <i>Journal of Counseling and Development</i>, 83, 262-268</p> <p>Waldegrave, C. (2005). "Just therapy" with families on low income. <i>Child Welfare</i>, 84(2), 265-275.</p> <p>Aponte Ch. 9-11</p>	<p>Dec. 6 Social Action Experience Paper</p> <p>Dec. 13 SJ Position Paper</p>