AM-653 Mental Health: An Islamic Perspective
Instructor: Hooman Keshavarzi

Course Description:
This course will familiarize students with the basic concepts of mental illness to facilitate their collaboration with multidisciplinary teams (including both health and mental health professionals) serving the mental health needs of Muslim communities. The course aims to do the following: (1) to provide students with a general awareness of the cultural factors particular to Muslim communities they will serve (2) to provide students with the specific skills they will need to serve individuals in mental health treatment contexts and (3) to teach students to recognize when they need to make referrals to mental health professionals.

Hooman Keshavarzi is a Licensed Clinical Professional Counselor, holds a Masters of Clinical Psychology and a Bachelors of Science – specialist psychology track/minor in Islamic Studies. He is currently an Adjunct Professor of Psychology at Argosy University Chicago, American Islamic College, instructor of psychology at Islamic Online University and founder/director of Khalil Center – a Muslim community mental health center based out of Chicago. He is also a fellow at the Institute for Social Policy and Understanding at the Global Health Center, conducting research on topics related to Muslims and Mental Health. Hooman Keshavarzi is a national public speaker and trainer serving as a clinical supervisor at the Village of Hoffman Estates. His area of specialty is in working towards uncovering Islamic theoretical perspectives on psychology and the psycho-social issues and their implications/applications on Muslim minorities in the West. Additionally, he delivers seminars on specialized topics around multiculturalism to various communities.

Core Learning Objectives:
1. Students will develop a familiarity with basic concepts of mental illness in order to communicate and work effectively with multidisciplinary teams of mental health professionals.
2. Students will learn when and how to utilize professional services and to make referrals, especially for individuals with high risk factors.
3. Students will become familiar with the wide spectrum of mental illnesses as well as the range of treatment provided by mental health professionals.
4. Students will be trained to approach individuals, with particular attention to the development of healthy boundaries and potential transference/counter-transference in relationships with the individuals they serve.
5. Students will develop an awareness of cultural factors that shape the presentation and treatment of mental health issues in different Muslim populations.

Readings:
Required journal articles can be downloaded from the course website.
Required Texts:
1. Al-Junun: Mental Illness in the Islamic World by Ihsan Al-Issa (Chapters will be made available from the course website)
2. Counseling Muslims: Handbook of Mental Health Issues and Interventions by Sameera Ahmed and Mona Amer

Recommended Reading:
1. Counseling And Psychotherapy With Arabs And Muslims: A Culturally Sensitive Approach (Multicultural Foundations of Psychology and Counseling) by Marwan Dwairy and Paul B. Pedersen
2. Counseling & Therapy Skills by David Martin

Course Plan:
Each week the instructor will post the lecture, discussion questions, and a case study. Students are expected to review the lecture and assigned readings in their entirety. Each week, students will be responsible for posting two written responses by Wednesday morning at 9am:

**Reaction Paper:** Each student is responsible to write a one-page reaction paper based on both the lecture and reading material for that week. This reaction paper (no more than 500 words) will be in the form of a response to the discussion questions posed by the instructor, but it can also include student’s questions and requests for further clarification of the material in lecture and/or the readings. Reaction papers should NOT summarize the readings and lecture but integrate them. The reaction papers are intended for the instructor; students are not responsible for reading one another’s reaction papers.

**Case Discussion:** Each week students are expected to participate in a virtual class discussion of the case of the week. Students are expected to read the case and write a short response of what they would do if they were presented with this case in the field. Students are expected to read all of the responses in the thread and to indicate whether they agree or disagree with the approaches of their peers in the previous posts. These threads are intended to help students develop practical, hands-on skills as well as to generate healthy discussion and constructive feedback.

**Grades:**

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<tr>
<th>Item</th>
<th>Percentage</th>
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<tr>
<td>Weekly reaction papers</td>
<td>15%</td>
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<tr>
<td>Weekly Case Discussions</td>
<td>10%</td>
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<tr>
<td>Mid-term (Due Later Nov)</td>
<td>25%</td>
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<tr>
<td>Final Paper (Due: Early Dec)</td>
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*Late Midterm and Final papers will not be accepted!*

Class Schedule:

**Fridays**- the power point lecture, readings, and discussion questions of the week will be posted by the instructor. Students are expected to review the lecture, complete all of the readings before Wednesday.

**Wednesdays**- Students must post reaction papers and case discussions **before 9am**.

**Thursday**- Instructor will post a response to the case discussion thread as well as individual student questions by Thursday evening.
Policy:

**Academic Dishonesty/Plagiarism:** In an effort to foster a spirit of the Sunnah and integrity during the learning process, Islamic Online University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consulting your instructor for further information regarding academic dishonesty and plagiarism.

**Scholarly Writing:**
It is expected that students can read and write at a college level. The instructor will have the expectation that students’ writings be free of grammatical and spelling errors and be in compliance with APA standards. Additionally, writing must reflect critical thinking and an integrative synthesis of the material presented in lecture, readings and your personal thought. As potential leaders of your respective communities, we demand an exerted effort and that you take your education very seriously.

**Attendance Policy for Weekly Classes (Including Posts):**
Participation in class is required and will be judged primarily by the weekly posts. (Note the website records the time/author for each post.) If you know you will be unable to attend a class session please inform Mr Keshavarzi in advance. Missing two sessions will result in an automatic lowering of your final grade by 10%. Missing three or more sessions will result in automatic failure of the course.
## Course Outline & Readings

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Required Reading</th>
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<tr>
<td><strong>MODULE 1: INTRO TO US MENTAL HEALTH SYSTEMS &amp; MUSLIM MENTAL HEALTH</strong></td>
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</table>
| 1 – State of MMH Research |  - Al-Issa Chapters 1 & 2  
- Counseling Muslims Chapter 2  
- Theoretical, Empirical, and Potential Ideological Dimensions of Using Western Conceptualizations to Measure Muslim Religious Commitments JMMH 2(2); 113-132  
- Factors Affecting Attitudes Toward Seeking and Using Formal Mental Health and Psychological Services Among Arab and Muslim Populations JMMH 2009 |  - Dol M. The Treatment of the Insane JMMH 2006 1(2)185-204  
- Badri M. Dilemma of the Muslim Psychologist London: MWH London Publishers 1979  
| 2 – Understanding the US Mental Health System |  - Counseling Muslims Chapters 9-12  
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 4 – Intro to Mood & Anxiety Disorders | H. Keshavarzi | - Al-Issa Chapter 10
- Counseling Muslims Chapters 2,4
- Prevalence of Anxiety and Depressive Disorders among Primary Care Attendees in Al-Nasiriyah, Iraq JMMH 2006 1(2);171-176 |
| | | - Gabbard Chapters 8 & 9
- [http://www.emedicine.com/med/topic152.htm](http://www.emedicine.com/med/topic152.htm)
| 5 – Psychotic Disorders | H. Keshavarzi | - Al-Issa Chapter 4
| | | - Insanity in Islamic Law JMMH 2007 2(1); 81-100 |
| 6 – Substance use Disorders | H. Hamid | - Pathways for Arab Americans to Substance Abuse Treatment JMMH 2009
- "I am a Muslim and my dad is Alcoholic- What Should I do?" JMMH 2009 |
| | | - Treating Substance Dependency in the UAE - A Case Study JMMH 2009 |

**MODULE 3: SPECIAL POPULATIONS**
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<tr>
<td>Children &amp; Adolescents</td>
<td>S. Ahmed</td>
<td>Challenges and Opportunities Facing American Muslim Youth</td>
<td>JMMH 2009</td>
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<td>9 –</td>
<td>Psychodynamic Principles</td>
<td>N. Rashid</td>
<td>Counseling Muslims Chapter 6</td>
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<tr>
<td>10 –</td>
<td>Cognitive and Behavioral Principles</td>
<td>S. Ahmed</td>
<td>Cognitive Restructuring: An Islamic Perspective JMMH 2008 3(1);99-116</td>
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<tr>
<td>11 –</td>
<td>Group &amp; Family Therapy</td>
<td>F. Khan</td>
<td>Counseling Muslims Chapter 7</td>
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**MIDTERM PAPER DUE**

**MODULE 4: MODELS OF PSYCHOTHERAPY/COUNSELING**

- Counseling Muslims Chapter 14
- Challenges and Opportunities Facing American Muslim Youth JMMH 2009


**MODULE 5: ISLAMICALLY INFORMED APPROACHES**

- John Markowitz: The Clinical Conduct of Interpersonal Therapy
- Jerald Kay: Essential of Psychodynamic Psychotherapy
- A Multilevel Framework Exploring Domestic Violence Against Immigrant Indian and Pakistani Women in U.S. 2007 2(1);21-38
<table>
<thead>
<tr>
<th>15 – Emerging Islamic Therapies</th>
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<td>H. Keshavarzi</td>
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**FINAL PAPER DUE**