

ARGOSY UNIVERSITY
San Francisco Bay Area Campus
C7445 Brief Psychotherapy
Syllabus
Fall Semester 1 2011
Section A

Syllabus is subject to change. 8-4-11

Sept. 9 – Oct. 26

On Campus classes: Sat/Sun Sept 24-25 and Sat/Sun Oct. 22-23

Professor: Virginia Bennett, Ph.D

Argosy University: 510-217-4741

Office Hours: Mon. and Wed. noon – 3:00 and by appointment

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Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Session I (7.5 week courses): 10/10/11

Fall Session II (7.5 week courses): 11/30/11

Fall Full Term (15 week courses): 11/14/11

Required Text:

Ebook (book is made accessible online when students have registered for the course)

Presbury, J.H., Echterling, L. G., McKee, J. E. (2008). *Beyond Brief Counseling and Therapy*. New Jersey: Pearson Prentice Hall

Recommended Texts

Cade, B. & O'Hanlon, W., (1993). *A Brief Guide to Brief Therapy*. NY: Norton.

ISBN 0-303-70143-3

Neborsky, R., & Solomon, M., McCullough, L., Alpert, M., Shapiro, F., & Malan, D. (2000). *Short Term Therapy for Long Term Change*. NY: Norton. ISBN 0-393-70333-9

Walter, J.L. & Peller, J.R. (1992). *Becoming Solution-focused in Brief Therapy*. NY: Brunner/Mazel. ISBN 0-87830-653-9

Shapiro, F. (1995). *Eye movement desensitization and reprocessing*. NY: Guilford Press.

Yapko, M. (1992). *Hypnosis and the treatment of depressions*. NY: Brunner/Mazel.

Course Description

This course provides the student with an overview of various brief therapy theories, techniques, and practices. Particular attention will be devoted to the study of brief strategic therapies and class exercises designed to immerse the student in brief therapy application and case conceptualization.

Program Outcomes: Doctor of Education in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: **Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.**

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: **Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: **Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

Program Outcome Four: Ethics

Competency 1: **Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.**

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

Course Objectives

Upon completion of this course, students will be able to:

- Provide an overview of the origins and development of brief therapy
- Be familiar with different theoretical approaches of brief therapy
- Discuss the different disorders/problems/conditions to which brief therapy can be applied
- Construct and conduct a brief therapy clinically oriented interview
- Generate effective and appropriate brief therapy interventions
- Formulate a case analysis and treatment plan using brief therapy

Methods of Instruction

This course will be delivered in a blended format, including in-class lecture and discussion, video, and role plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online on a weekly basis during the entire term of the course.

Content Areas

Introduction and Overview of Brief Therapy; Brief Strategic therapies; Solution-Focused therapy; Narrative therapy; the use of Hypnotherapy and Guided imagery; Neuro-linguistic Programming and representational systems; EMDR.

Evaluation

Students will receive a letter grade in this course. According to the AU catalogue, students must receive a B- or better, or they will have to repeat the class. The grade will be based on the following criteria:

1. **Class Attendance:** Because this is an accelerated class compressed into two weekends, **students must attend all classes in their entirety.** Failure to do so can result in a reduction in the final grade that could prevent passing the class. If a student is going to miss any portion of a weekend class, or will miss the posting deadline for an online class, he or she should contact the professor as soon as possible and prepared to do make-up work.

2. **Class participation** is based on students showing evidence of having read the assigned material before class, asking appropriate questions, and participating fully in class discussion. Students are encouraged to share case material (protecting clients' confidentiality) and discuss applications of brief therapy. **Online Participation:** It is important for students to participate online by posting at least twice weekly (unless otherwise indicated) and meeting the assignments for that week's module. **Online Participation runs from Tuesday 5:00 pm (when the new module is released) to the Sunday midnight,** unless otherwise indicated (there is a Friday deadline for modules prior to the weekend classes). All weekly assignments must be posted by the indicated deadline for that module. Students may continue responding to each others' postings beyond the deadlines. However, **late required postings are not read or reviewed by instructor.** Students should contact the instructor as soon as possible if for some reason they will be unable to post for the week. Students are reminded that failure to post during a weekly module is like missing a class. Deductions in attendance are taken accordingly. *It is important to post as soon as possible the first week of the class to avoid being automatically dropped from the class.*

There will be various homework assignments for the online portion of the class. Successful completion of these will be assigned points that count towards class participation.

Brief Therapy Written Case Study and Online Case Presentation: Select a client, real or imagined, and do a written case presentation that demonstrates the application of a form of brief therapy of your choice:

- strategic,
- solution focused
- narrative
- gestalt
- motivational interviewing
- brief psychodynamic
- brief behavioral
- hypnotherapy
- Other (with approval of the professor)

Include an overview of the form of therapy and its basic tenets (approximately 3-4 pages out of the 8 -10 pages total; longer is acceptable up to 16 pages). Minimum references include three sources, with at least two peer reviewed journal articles, professional books are acceptable. Any non-peer reviewed internet sources should be avoided and are considered as additional references. DO NOT use Wikipedia, or similar non-peer reviewed sources.

Present the client and include: (1) how the client presents (2) what the presenting problem is (3) brief background of the client (4) treatment goals, including the view of the problem from the standpoint of the chosen form of therapy 5) description of application of brief therapy

and the results with this client. 6) brief sample “transcript” (approximately ½- 1 page) showing the client-therapist interaction.

The paper should be approximately 8-10 pages long (longer is acceptable), NOT including cover page and reference page. Recommendation is to have 3-4 pages for overview of theory and the rest for the case presentation. **Correct APA style is a requirement.** Papers may be returned, ungraded to be revised, with points deducted for lateness, and/or points will be deducted for inaccurate APA style.

Online case presentation: All students will present their cases, online, providing an example of the brief therapy approach of their choice. The first weekend of class, the schedule of who will present when will be decided. The case presentations must be posted online by the start of the chosen week’s class: Tuesdays, 5:00 pm.

Brief Therapy Research Case Presentation Papers Due: Monday, Oct. 17, 9:00 am

Submit papers to the course drop box. Papers also need to be submitted to turnitin.com (see instructions below).

In Class, Brief Therapy Role Play Project: In class, on both the first and second on-campus weekends, students will role play a practice session using the principles of brief therapy, with an “online” (via email) meeting between the class weekends (for a total of two “sessions” and one online “check-in.”) They will have an opportunity to role play both the “client” and be on a team of “therapists.” Students will submit a paper, written from the perspective of the therapist, with a description of the “client’s” presenting problem, how goals were determined and what they were; theoretical approach and techniques used; the outcome; and any other related information. Paper length, approximately 6 -8 pages; longer is acceptable, up to 12 pages).

This will be discussed in more depth during the first class but the following provides additional information:

- In specially designated role-plays each student will take on the role of a client and identify a specific, MINOR, problem on which to focus. "Problems" may need pre-approval from instructor.
- Other students, acting as the “therapist-team” will conduct the session, applying a brief therapy approach and techniques, working with the “client” to develop goals and a basic treatment plan.
- After each in-class “session” there will be a class discussion about the experience, looking at what worked and what was difficult, questions about brief therapy, both in the roles of “client” and that of “therapist.”
- Students are reminded that this is not “doing therapy” with each other but is intended for practice, to assist skill acquisition of brief therapy.

Role Play Project Paper: Students will need to write up a summary of the two sessions and online check-in. Identify:

- The presenting problem (problem state) and the goals (desired state)
- Brief therapy approach and techniques that were used
- Homework assignments given and the results
- Overall outcome of the project
- A self critique, including what you would do differently (or the same) next time.
- A brief description of your own experience as a “client” and as the “therapist.”
- Included in the paper should be session notes from each meeting.
- Papers should be approximately 6-9 pages double-spaced.

Role Play Project Paper Due: Wednesday, Oct. 26 midnight

Other Assignments will be required as online postings throughout the course.

Papers must be APA style for full credit (see grading rubrics shown below).

Late papers will not be accepted without prior agreement with the instructor. Even if accepted, late papers are subject to a reduction of points, depending on the degree of lateness.

Student Performance Evaluation Criteria and Procedures

A) Weekly online participation = 25% of final grade. This includes completing homework assignments.

B) On campus weekend participation = 20% of final grade

C) Final Brief Therapy and Case Presentation Paper = 30% of final grade [Online case presentation (and response to other students’ case presentations) = 10%]

D) Brief Therapy Role Play Project Paper = 25% of final grade

STUDENTS MUST COMPLETE ALL REQUIREMENTS IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.

Grading Criteria

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness and deductions are made if they are not APA style. Deductions will be taken for absences from classes and may result in a student having to retake the class.

Final Papers:

A+=99+

Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98

Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91

Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

B = 80 - 89 Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes—or interferes with—the reader’s comprehension; the degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a “B” at any level, still requires citing and incorporating the required number of references.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper.

NOTE: There are no “D’s” at AU graduate school

F = <70

Paper is disorganized AND coverage is not adequate AND does not conform to APA format
Evidence of plagiarism OR paper not submitted

Criteria for Class Participation (includes online participation)

Grade

A = 90+

Student actively participated in discussions in all discussions; nearly all comments were thought provoking and incorporated material from the assigned readings.

B = 80 - 89

Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79

Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

NOTE: There are no “D’s” at AU graduate school

F = <70

Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics

Student did not participate in class discussions

Writing Requirements: Graduate school requires a large amount of writing and is geared towards helping students develop and polish academic writing skills in preparation for their dissertations and later professional projects. It is recognized that some undergraduate schools may not have insisted that their students achieve the writing competence necessary for graduate school. If a student is unsure of his/her writing skills, it is recommended that he or she turn in a final paper at least two weeks before the due date to get the instructor's guidance and feedback. If problems are corrected and the final draft of the paper is turned in before the final date, the result is usually a higher grade than the student would otherwise receive. Information regarding writing resources available for students will be provided in class.

Honor Code: By accepting admission to Argosy University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. Refer to your Student Handbook for details.

This means that each student is expected to do his or her own work and to utilize and cite references appropriately for papers without plagiarism. If you are referring to information from another source, you must describe it in your own words AND cite the source, unless you are using direct quotes that are indicated as such, and are correctly cited. **It is not ethical for a student to submit a research paper that was submitted in a different class.** Students are advised that all research papers will be submitted to TurnItIn.com to scan for plagiarism. The consequences for plagiarism are an "F" for the class and an evaluation will be made to determine if dismissal from the program is indicated. Please contact the instructor for any questions regarding this.

Library

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over **48,889 full-text journals and 23,000 electronic books** and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy 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 *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, **Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty.** It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

COURSE SCHEDULE

Reading Assignments:

Final Reading Assignments for the Online Portion will be determined with the release of each module. In some modules there will be required reading material that will be posted online, in addition to the ebook course text.

Students must complete all reading assignments, as indicated, before the designated on campus classes. This will enable students to better understand the lecture material and to participate more fully in class discussions.

WEEK 1 Online: Sept. 6 -11

Overview of Brief Therapy. Overview of the Course, Instructor's and Students' Introductions.

Reading Assignment: *Beyond Brief Therapy*, Chapters 1,2

WEEK 2 Online: Sept 13 - 18

Online: Concepts of Change and Framing Goals

Reading Assignment: *Beyond Brief Therapy*, Chapters 3,4,5

WEEK 3 Online Sept 20 – 24 Deadline: Friday, Sept. 23 7:00 pm (Early posting because of on-campus weekend)

Online: Creating our Realities: Constructivistic Counseling

Reading Assignment: To be Read by Weekend]*Beyond Brief Therapy*, Chapters 6,7,8,14

FIRST WEEKEND ON-CAMPUS CLASS:

Sat. 9/24 and Sun. 9/25 9:00 - 6:15 pm

Lecture Topics and Class Activities

Saturday 9/24/11

Order of topic presentation is subject to change.

Topics: Introduction to Brief Therapy. Determining goals in brief therapy.

Introduction to Solution Focused Therapy

Role Play Project sessions, videos, demonstrations.

Sunday 9/25/11

Topics: Introduction to brief strategic therapies. Reframing and other strategic techniques.

Role Play Project sessions, videos, demonstrations.

WEEK 4 Online Sept 27 – Oct. 3

Topics: Emotions and Cognitions

Reading Assignments: *Beyond Brief Therapy*, Chapters [7,8] 9

WEEK 5 Online Oct. 4 – Oct 9

Online: Cross Cultural Issues Brief Therapy

Reading Assignment: TBA

Student Online Presentations (Students posting this week must have online presentations posted by Tuesday, Oct. 4 , 5:00 pm)

WEEK 6 Online Oct 11 – Oct 16

Crisis Counseling and Consolidating Change

Reading Assignments: *Beyond Brief Therapy*, Chapters [9] 10, 11, 12

Student Online Presentations (Students posting this week must have online presentations posted by Tuesday, Oct. 11 , 5:00 pm)

Week 7 Online Oct 18 – 21 Deadline: Friday, Oct 21 7:00 pm (Early posting because of on-campus weekend)

Working with Involuntary Clients

Reading Assignment: *Beyond Brief Therapy*, Chapters 13, Additional reading TBA

Brief Therapy Research Case Presentation Papers Due: Monday, Oct 17, 9:00 am

Student Online Presentations (Students posting this week must have online presentations posted by Tuesday, Oct. 18 , 5:00 pm)

SECOND WEEKEND ON-CAMPUS CLASSES:

Sat 10/22/11 and Sun. 10/23/11 9:00 - 6:15 pm

(Order of topics may change)

Saturday 10/22

Overview of Psychodynamic brief therapy.

Hypnotherapy and Ericksonian brief therapy. Introduction to Neuro-linguistic Programming: Representational systems, establishing and maintaining rapport.

Role Play Project sessions, videos, demonstrations.

Sunday 10/22

Eye Movement Desensitization Reprocessing (EMDR)

Gestalt Therapy

Role Play Project sessions, videos, demonstrations.

Week 7 ½ Monday Oct 24 – Wednesday Oct 26

Brief Therapy Role Play Project Papers: Due Wednesday, Oct. 26, midnight.

Online: Wrap-up of course: final comments.