

**ARGOSY UNIVERSITY**  
**San Francisco Bay Area Campus**  
**C7445 Brief Psychotherapy**  
**Syllabus**  
**Fall Semester 2 2010**  
**Section A**

Syllabus is subject to change. 10-12-10

**Oct. 28 - Sept. 7 – Dec. 18**

**On Campus classes: Sat/Sun Nov. 13 -14 and Sat/Sun Dec. 11-12**

Professor: **Virginia Bennett**, Ph.D

Argosy University: 510-217-4741 Office Hours: scheduled by appointment

[vbennett@edmc.edu](mailto:vbennett@edmc.edu)

Private Office phone: 510-644-1246

**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.

Session II (7.5 week courses):

Deadline for withdrawal “W”: December 1<sup>st</sup>, 2010

**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

[eBook access and links are available at the course eCollege website. Students should familiarize themselves with the eBook use resources and the VitalSource Bookshelf website and tutorials to develop competence in using the eBook format.]

### **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 the brief strategic therapies and class exercises designed to thoroughly immerse the student in brief therapy ways of thinking.

### **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.
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 Monday 5:00 pm (when the new module is released) to Saturday 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. 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.*

**Brief Therapy Written Case Study and Oral 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
- EMDR
- Other (with approval of the professor)

**Include an overview of the form of therapy and its basic tenets** (approximately 2-4 pages out

of the 8 -10 pages total). 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 2-4 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.

**In class oral presentation:** All students will present their cases, providing an example of the brief therapy approach. Plan on a 15 minute case presentation.

**Brief Therapy/ Case Study Papers are Due: Tuesday, Dec. 14, noon** Papers need to be submitted to turnitin.com (see instructions below), also SEND A COPY OF THE PAPER DIRECTLY TO THE PROFESSOR’S EMAIL [vbennett@argosy.edu](mailto:vbennett@argosy.edu). Do **not** submit it to the online drop box.

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

### **Turnitin.com**

All students must submit their Brief Therapy Case Presentation Papers to turnitin.com. **Students:** Go to their website and set up your own profile. The course is listed as Brief Therapy. The number is 3569150, the password is “brief”. The system is set up so that you can only upload a document once. Be sure to upload to the proper assignment file. You will not be able to view your paper once it is submitted. If you have a problem uploading, contact turnitin, but also email the instructor stating the nature of the problem. ALSO send an electronic version directly to **the instructor at [vbennett@argosy.edu](mailto:vbennett@argosy.edu)**. Do NOT use the course online drop box. Students are advised that references for research papers will be randomly checked.

**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 usually subject to a reduction of one letter grade for each day of lateness.

## **Student Performance Evaluation Criteria and Procedures**

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

B) On campus weekend participation = 25% of final grade

C) Final Brief Therapy and Case Presentation Paper = 30% of final grade

D) Oral Case Presentation = 20% of final grade

**Note to Students:** Because of the accelerated format and the complex nature of the material covered in this class, students must complete all reading assignments, as indicated, before the designated classes. This will enable students to better understand the lecture material and to participate more fully in class discussions.

**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.

### **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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.

### **ADA Policy**

It is AU Campus policy not to discriminate against qualified students with a documented

disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact Lewis Bundy, head of Student Services at AUSFBA. Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student and a copy is sent to the instructor. The student is then responsible for discussing the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. **Accommodations are not retroactive.** Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 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>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

## **Student Preparation for the First Weekend**

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

### **WEEK 1** [½ Week] Beginning 10/28/10

**Online:** Overview of the Course, Instructors' and Students' Introductions.

Reading Assignment: *Beyond Brief Therapy*, Chapters 1-3

### **WEEK 2** Beginning 11/01/10

**Online:** Overview of Brief Therapy

Reading Assignment: TBA

### **WEEK 3** Beginning 11/08/10 Early Online Posting Deadline: Friday, Nov. 12 6:00 pm

**Online:** TBA

Reading Assignment: TBA

## **FIRST WEEKEND ON-CAMPUS CLASS:**

**Sat. 11/13 and Sun. 11/14 9:00 - 6:15 pm**

### **Lecture Topics and Class Activities**

#### **Saturday 11/13/10**

Order of topic presentation is subject to change.

**Instructor: Dr. Virginia Bennett**

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

Overview of Psychodynamic brief therapy.

Narrative Therapy

Eye Movement Desensitization Reprocessing (EMDR)

Topics: Practice sessions, videos, demonstrations.

## **Sunday 11/14/10**

Morning Session: 9 a.m. - 1:00 p.m.

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

Gestalt Therapy

Practice sessions, videos, demonstrations.

**WEEK 4** Beginning 11/15/10

**Online:** TBA

**WEEK 5** Beginning 11/22/10

**Online:** TBA

Reading Assignment: TBA

**WEEK 6** Beginning 11/29/10

**Online: Online:** TBA

Reading Assignment: TBA

**Week 7** Beginning 12/06/10

**Online:** TBA

Reading Assignment: TBA

### **SECOND WEEKEND ON-CAMPUS CLASSES:**

**Sat. 12/11/10 and Sun. 12/12/10 9:00 - 6:15 pm**

#### **Saturday 12/11**

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

Viewing of videotapes. Student Case Presentations

#### **Sunday 12/12**

Topics: Introduction to solution-focused therapy.

Class exercises. Viewing of videotapes. Student Case presentations

**Week 8** Beginning 12/13/10

**Brief Therapy Case Presentation Papers: Due Tuesday, Dec. 14, noon.**

**Online:** Wrap-up of course: final comments.