

Argosy University San Francisco Bay Area
Department of Counseling Psychology
Ed.D. Program in Counseling Psychology
Syllabus
Course Title
Brief Psychotherapy

Course Number C7445

Fall I and II Semester 2009

Instructor: Dr. Carlos Molina, Ed.D., LMFT.

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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): October 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

Required Texts:

Cade, B. & O’Hanlon, W., (1993). *A Brief Guide to Brief Therapy*. NY: Norton. ISBN 0-393-70143-3

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 0-87630-653-9

Publication Manual of the American Psychological Association, 6th Edition (2009). Washington DC: American Psychological Association. ISBN 1-4338-0561-8

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 solution focused therapy. Lectures will be supplemented by extensive use of videotapes 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 and techniques 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

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.

Methods of Instruction:

This course will be blended delivery. The traditional meetings for Fall 1 are September 26th and 27th, 2009 and October 10th and 11th, 2009. The traditional meetings for Fall 2 are November 7th and 8th, 2009 and December 5th and 6th, 2009. The remaining of the course will be delivered online through Argosy University course management system. The online portion for Fall 1 of the course begins September 2nd and ends October 22nd, 2008. Traditional face-to-face meeting will include lecture, class discussion, role-play exercises, videos and student-group lead presentations.

The online delivery will include discussion threads.

Content Areas:

Introduction and Overview of Brief Therapy; Brief Strategic therapies; Solution-Focused therapy; Motivational Interviewing; Harm Reduction, Davanloo's Intensive Short-term Dynamic Psychotherapy; McCullough's Approach to Desensitizing Affect Phobias, and EMDR.

Course Calendar: Fall I 2008

September 2nd – September 7th: TBA

September 26th – September 27th: First Face-to-Face Meeting

Please read a Brief Guide to Brief Therapy.

September 8th and 14th: TBA

September 15th - September 21st: TBA

September 22nd- September 28th: TBA

September 29th- October 5th: TBA

October 4th – October 5th: Second Face-to-Face Meeting

October 6th – October 12th: TBA

October 13th – October 19th: TBA

October 20th – October 23rd: TBA

Course Calendar: Fall II 2008

October 24th – October 26th: TBA

October 27th-November 2nd: TBA

Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least 2 times a week. You will put about five to six hours into the

course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an “A” in the course.

Course Requirements:

The course requirements are weekly discussion board questions (DBQ's), and a final individual paper/presentation on a case applying a particular brief psychotherapy approach.

Weekly DBQ's:

There will be weekly DBQ's on the discussion board (DB) for all students to answer. There will be 2 questions given from the course information covered in a particular week of the course.

Students are required to post their answers to the questions by the Wednesday of the given week and have up until the Sunday of the same week to respond to another two classmates posting.

There are rubrics give on each individual week/module in the course. The rubric indicates how the DBQ's are graded. Student responses or replies are calculated into the students over all module grades for any particular DBQ. A thoughtful comment is defined and posing questions to a classmate for her or his response, communicating something significant you learned from a classmate's posting, or adding an additional “perspective” of how you “perceive” the information given by the fellow student's posting. These DBQ's are graded on the student's thoughtfulness and mindfulness in the given answer and reply. There are “actual” right answers for each question, but there can be a “subjective” twist given by students when they are asked to “apply” their answer to real life circumstances. All answers are to follow APA writing style/format (Especially paraphrasing and quoting). All answers must be each student's original work and not a copy from another student's work. If there is evidence or copying, then the professor will assign a “0%” for that individual assignment. There may or may not be a relationship between weekly DBQ's and the weekly quizzes.

Posting DBQ's:

Student's are highly encourage to type all the DBQ answers out in Microsoft word processing and save them as an individual file on their home computer. Then up-load their answers to the discussion board (DB) by attachment and by “copy/paste” directly into the DB. This allows your instructor to view the assignments both ways and trouble shoots a lot of technological issues.

Students who choose to type their answers “directly” into the DB may lose their information, if they lose their connection to the course site, thus, causing a lot of pain, frustration, and time consuming work for the student.

Final Individual Paper and Presentation:

The final paper in this course will be based upon a choosing a specific clinical case and the application of a particular brief psychotherapy. If a student (s) wants to venture out of the theories or forms of therapy covered in this course, she/he may, but the topic must be approved by the professor. The student will present case and how theory was applied to the case. The presentation should not take more than 15 minutes per student. **The final paper must be in APA format.** The professor will be happy to assist students in

understanding APA format over telephone conference or e-mail. **If a paper is not in APA format, there will be an automatic letter grade deduction from the final grade of the paper. Students will need to hire a proof reader or editor for the final paper to make sure the paper meets graduate level writing ability.** These papers will be 12 to 15 **pages in length**, not including a title page, abstract, and reference page. The papers will cover the following information; a) A history basis of the form of brief psychotherapy (key concepts and review of the theory itself), b) current research and finding of the brief therapy chosen, c) conceptualization of the brief psychotherapy as it relates to the case/client, d) multicultural perspective of the form of therapy as it relates to the client/case, e) diagnosis of the client, and f) course of therapy including therapeutic goals and possible outcomes. Case presentation format will be provided by the professor during class. The due date of this paper is at the end of the course **(Sunday October 19th, 2008 Fall 1 and Sunday December 7th, 2008).**

The professor will be happy to pre-read any parts of papers before the second weekend face-to-face meeting time.

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 90-100 Points = A
2. 80-89 Points = B
3. 70-79 Points = C
4. 0-69 Points = F

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/>

Academic Policies

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.

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.