

Fall II 2006

Syllabus is subject to change.

Course Title **Brief Psychotherapy Syllabus**

Course Number **C7445**

Section & Times: **Onsite Weekends: 11/4-11/5 & 12/2-12/3**

Instructor & Contact Info

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Feel free to contact me by email or phone at any time.

Required Texts:

- Cooper, J. F. (1995). *A Primer of Brief Psychotherapy*. NY: Norton. ISBN 0-393-70189-1
- 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

Recommended Texts

- Donovan, J.M. (2002). *Short-Term Couple Therapy*, Guilford Family Therapy Ser. Guilford Publications, Inc. ISBN: 1572308338
- Publication Manual of the American Psychological Association*, 5th Edition (2001). Washington DC: American Psychological Association.

This text is highly recommended as a reference and guide for APA style, which is required for student papers.

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

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 of brief therapy, especially the work of the MRI, and deShazer/Berg
- 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. This course begins online the week of October 26, 2006 and ends on December 16, 2006 and meets on the weekends of November 4-5 and December 2-3 concludes on December 16, 2006.

Content Areas

Introduction and Overview of Brief Therapy; Brief Strategic therapies; Solution-Focused therapy; the use of Motivational Interviewing; Harm Reduction; Guided imagery; Neuro-linguistic Programming and representational systems; Davanloo's Intensive Short-term Dynamic Psychotherapy; McCullough's Approach to Desensitizing Affect Phobias, and EMDR.

Student Performance Evaluation Criteria and Procedures

Required – A) Weekly online participation = 20% of final grade

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

C) Final Paper (to be discussed in class, Sunday afternoon, Weekend #1) = 30% of final grade

D) In-class case Presentation = 30% of final grade

E) Attendance on the weekends is required, as is weekly participation online.

In-class Case Presentation:

Students will present a clinical case and select one approach to any type of brief therapy upon

approval of instructor. Case presentation must take into consideration cultural differences and other cross-cultural issues and potential problems with appropriate clinical interventions. Case presentations should not take more than 10 minutes per student. More instructions regarding case presentation will be provided the first weekend of class.

On Line Final Paper

Students will select one of the chapters, representing a specific approach to brief therapy in Neborsky, R., & Solomon, M., McCullough, L., Alpert, M., Shapiro, F., & Malan, D. (2000). Short Term Therapy for Long Term Change.

Topics (Student's will select one of the following in-class the first weekend of class):

- **Davanloo's Method of Intensive Shortterm Dynamic Psychotherapy**
- **McCullough's Desensitization of Affect Phobias.**
- **Shapiro's Trauma and Adaptive Information-Processing: EMDR.**
- **Alpert's Accelerated Empathic Therapy.**
- **Breaking the Deadlock of Marital Collusion**

Students will write the equivalent of a 3-4 page paper that includes ONE OR MORE of the following: Supplementing the information from this book with material gleaned from one psychological journal article or book, OR one internet website or source, as needed.

- An example of a specific case and psychological disorder to which this therapeutic approach can be applied, including examples of the kinds of interventions that would be used. Students can either draw from cases they have personally worked with, or use a historical person, a character from a book or movie, a contemporary figure (celebrity, politician, etc.), or imaginatively create their own case example.
- Summary or overview of the approach
- Personal opinion, experience and/or observations about the therapeutic approach, including whether the student feels like it is something s/he would like to explore further and utilize in the future.
- Summary of a related journal article showing how it relates to the topic.
- If possible, give at least one internet website address that provides further information related to the topic.

Students should co-ordinate regarding who will present which aspect of the therapy. This is to minimize duplication of material.

Online Presentations and final papers should utilize APA style for format and citation of references.

The list of possible topics will be listed online. Student selection of topics and the schedule of when students will present will be discussed in the First Weekend of On-Campus classes in Dr.

Molina's class, the Sunday morning session.

Criteria for Online Participation

The online component is available 24 hours a day, seven days a week for student interactions. However, the instructor, Carlos Molina, will be monitoring the online portion only from Tuesday-Friday. Students are expected to make one posting a week. A posting, as of 11/0/06, must be made by Friday of each week in order to count towards the student's login. However, students will have until Saturday midnight to post any additional commentary and the instructor will review and count it towards that week's module. The instructor will respond to Saturday postings by the Tuesday of the following week.

Late postings by students will not be counted, read, or reviewed by the instructor.

Criteria for Class Participation

Grade

A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class and/or Online Presentation

Grade

A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative handouts provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides good coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade

A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

69 below F

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. Students are responsible for maintaining an electronic copy of any work submitted, because they may be asked to submit their 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.

ADA Policy

It is AU/San Francisco Bay Area 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 the Campus Director of Student Services who serves as the Disability Services Coordinator.

Course Schedule

Schedule is subject to change. Students will be notified if this is the case.

Student Preparation for the First Weekend

For the first weekend class: Read the entire text of: Cooper, J. F. (1995). A Primer of Brief Psychotherapy.

Read chapter on "The challenge of short-term psychotherapy," and chapter on "Davanloo's Method of Intensive Shortterm Dynamic Psychotherapy" in Neborsky, R., & Solomon, M., McCullough, L., Alpert, M., Shapiro, F., & Malan, D. (2000). Short Term Therapy for Long Term Change.

Reading Assignments for the Case Presentation and Online Portion will be determined by the student online presentation schedule and will be discussed the first weekend of class.

Student Preparation for the Second Weekend

Read the entire text of: Walter, J.L. & Peller, J.R. (1992). Becoming Solution-focused in Brief Therapy.

WEEK 1 [½ Week] Beginning 10/26/06

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

WEEK 2 Beginning 11/09/06

Online: Student Introductions, cont. **Yapko's view of "Depressions."** Q & A.

FIRST WEEKEND ON-CAMPUS CLASS:

Sat. 11/04 and Sun. 11/05 - 9:00 am - 6:15 pm

Lecture Topics and Class Activities

Saturday 11/04/06

Order of topic presentation is subject to change.

- Introductions

- Topics: Introduction to Brief Therapy. Discussion of A Primer of Brief Psychotherapy. Overview of Psychodynamic brief therapies: Davanloo's Intensive Short-term Dynamic Psychotherapy and McCullough's Affect Phobia.

- Topics: Developing a Well-Formed Outcome. Representational systems, establishing and maintain rapport; Practice sessions/role plays, videos, demonstrations.

Sunday 11/05/06

- Topics: Overview of course, further introduction to brief therapy. Class exercises.

- Topics: Motivational Interviewing, Shapiro's EMDR

- Practice sessions, videos, demonstrations.

Online participation

WEEK 3 Beginning 11/13/06

Online: Topic to be determined based on weekend class material Q & A.

WEEK 4 Beginning 11/20/06

Online: Online presentation and discussion of **Davanloo's Method of Intensive Shortterm Dynamic Psychotherapy**

WEEK 5 Beginning 11/27/06

Online: Online presentation and discussion of **McCullough's Desensitization of Affect Phobias.**

SECOND WEEKEND ON-CAMPUS CLASSES:

Sat.12/02/06 and Sun. 12/03/06 - 9:00 - 6:15 pm

Saturday 12/02

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

Viewing of videotapes. Team interventions.

Sunday 12/03

Topics: Introduction to solution-focused therapy.

Class exercises. Viewing of videotapes. Team interventions.

WEEK 6 Beginning 12/04/06

Online: Online: Online presentation and discussion of **Shapiro's Trauma and Adaptive Information-Processing: EMDR.**

Week 7 Beginning 12/11/06

Online: Online presentation and discussion of **Alpert's Accelerated Empathic Therapy.**

Week 8 Beginning 12/18/06

Online presentation and discussion of **Breaking the Deadlock of Marital Collusion. Course Wrap up.**

Online: Wrap-up of course: final comments.