

Fall II 2007

Syllabus is subject to change.

Course Title **Brief Psychotherapy Syllabus**

Course Number **C7445**

Section & Times: **Onsite Weekends: 11/03-04 & 12/01-02**

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.

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 (indicated by bold type). Students may not withdraw from this course after the date 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 Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

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. This course begins online the week of 10/25 2007 and ends on 12/15 2007 and meets on the weekends of November 03-04 and December 01-02.

Content Areas

Introduction and Overview of Brief Therapy; Brief Strategic therapies; Solution-Focused therapy; the use of Motivational Interviewing; Harm Reduction; Narrative therapy, 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. More instructions regarding case presentation will be provided the first weekend of class.

Final Paper

Students will select and write a 10 pg. research paper on one model representing a specific approach to brief therapy.

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**
- **Motivational Interviewing**
- **Harm Reduction**

Students will write the equivalent of a 10 page paper that includes ONE OR MORE of the following: Supplementing the information from books and materials provided in class with material gleaned from one psychological journal article or book, OR one internet website or source, as needed and:

- 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.

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

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 Sunday thru Thursday. Students are expected to make one posting a week. A posting, as of 10/25/06, must be made by Sunday of each week in order to count towards the student's login. The instructor will respond to that week’s posting by Monday 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

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 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 Short-term 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 10/25/07

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

WEEK 2 Beginning 10/29/07

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

FIRST WEEKEND ON-CAMPUS CLASS:

Sat. 03/07 and Sun. 04/09 - 9:00 am - 6:15 pm

Lecture Topics and Class Activities

Saturday 11/03/07

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 09/09/07

- 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 11/05/07

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

WEEK 4 Beginning 11/12/07

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

WEEK 5 Beginning 11/19/07

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

WEEK 6 Beginning 11/26/07

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

SECOND WEEKEND ON-CAMPUS CLASSES:

Sat.12/01/07 and Sun. 12/02/06 - 9:00 - 6:15 pm

Saturday 12/01

Topics: Introduction to brief strategic therapies. Reframing and other strategic techniques. Viewing of videotapes. Team interventions.

Sunday 12 /02

Topics: Introduction to solution-focused therapy.
Class exercises. Viewing of videotapes. Team interventions.

Week 7 Beginning 12/03/07

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

Week 8 Beginning 12/10/07

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

Online: Wrap-up of course: final comments.