

Brief Therapy DM 3223

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Course Description

This intensive course is intended to help participants develop skills in short-term counseling. The course will provide an integrated model for short-term intervention that relies on Brief Strategic Therapy, Solution-Focused Therapy, and Behavioral Therapy. Students are expected to complete reading prior to the seminar and will have assignments due two weeks after the end of the seminar. The seminar week will help students think theologically about short-term therapy, articulate a basic multicultural understanding of brief therapy, develop short-term intervention skills with a variety of clients, and organize skills to complete a course of therapy with clients. This D.Min. class is open to MAMFT and MDiv students with the professor's approval. Maximum enrollment is 16. This course meets M.Div. requirements for Pastoral Care and Counseling.

Objectives and Expected Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (C:)</u>	Assignment/Assessment
Describe a variety of purposes, expected outcomes, and limitations for brief therapy	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 1.1.1; 1.1.2; 4.4.1; 4.1.2	Final Position Paper Reading Summary Paper
Discuss theoretical and theological foundations for brief counseling intervention	SLO 1b ...ability to pass the AMFTRB exam... SLO 5 ...to meet AAPC requirements... C: 1.1.2; 4.4.1; 4.1.2	Final Position Paper
Articulate one functional model for problem assessment, planning intervention, and assessing outcome of short-term counseling	SLO 2(1)(2) ...entry level professional competence to construct and manage treatment... SLO 5 ...to meet AAPC requirements...	Final Position Paper
Complete basic assessment that discriminates	SLO 2(1) ...entry level	Final Case Study

between cases needing immediate referral or longer-term care, and those for which short-term counseling is appropriate	professional competence to construct and manage treatment... C: 1.2.3; 1.3.1; 1.4.1; 2.2.3; 5.3.7	
Demonstrate understanding of a multicultural frame for the practice of brief therapy	SLO 2(2)	Class discussion Reading Summary Paper Final Position Paper
Demonstrate the ability to collaborate with client, conduct an interview, and use client feedback	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 1.3.7; 2.3.3	Live observation during class Final Case Study
Demonstrate the ability to prioritize and set clear, achievable goals agreed upon by both client and therapist	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 2.4.4; 3.3.2; 3.2.1;	Live observation during class Final Case Study
Demonstrate the ability to identify client strengths, resiliencies and resources necessary to meet short-term goals	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 2.3.8; 2.3.9; 2.4.4	Live observation during class Final Case Study
Demonstrate the ability to use basic short-term intervention skills in a counseling session.	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 3.3.3; 3.3.4; 3.3.5	Live observation during class Final Case Study
Demonstrate the ability to evaluate progress of short-term therapy	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 3.4.1	Final Case Study Final Position Paper
Demonstrate the ability to asses and manage clinical crisis/emergencies such as suicidal, homicidal statements, etc.	SLO 2(1) ...entry level professional competence to construct and manage treatment... C: 3.3.6; 3.4.3	Final Case Study Final Position Paper

Seminar Methods

Reading assignments are to be completed prior to the seminar and turned in the first day of class. Seminar session will divided between lecture-discussion and practice of short-term therapy skills using one-way mirrors in the LPTS counseling-training center. An integrative paper and case study will be due on July 31 following the seminar.

Requirements

Prior to Seminar Week (to be turned in first day of seminar):

1. Read all assigned texts and CAMS articles.
2. For each book write a 2-4 page summary outlining key propositions, your reactions to them, and how you envision using what you learned from the text in practice.
3. For each CAMS article (will be posted by May 15) write a 1-2 page response focusing on how the material intersects with your practice and/or commitments.
4. Come to the seminar prepared with a case, case problem, client presenting problem, etc. to present/role play during the seminar. Do not prepare a formal case study. This is material to be used for practice behind the one-way mirror during the class.

During the Seminar

1. Be prepared to role play both therapist and client behind a one-way mirror
2. Be prepared to discuss reading, class activities and engage in thoughtful, critical evaluation of yours and others' counseling skills.

After the Seminar (Due July 31)

1. Complete an 8-10 page position paper outlining your theoretical and practical approach to brief therapy. Papers will be evaluated using the attached rubric. In your paper explain:
 - a. What your position is;
 - b. How you arrived at this position (be sure to include both theological and behavioral science justifications for your position);
 - c. How your position compares to other possible positions in practicing brief therapy;
 - d. How your work is guided by this position;
 - e. How you assess client need and appropriateness for short-term therapy;
 - f. How you incorporate client feedback in assessment and treatment;
 - g. Your philosophy of goal setting and structuring therapy;
 - h. How you select interventions; and
 - i. How you evaluate progress.
2. Demonstrate how you use your philosophy by writing a 5 page case study that shows:
 - a. Intake and evaluation procedures that identify the client as appropriate for brief therapy;
 - b. Assessment and goal setting;
 - c. Process of treatment and interventions you used;
 - d. Use of client feedback;
 - e. Management of any crises or emergencies in treatment;

- f. Outcome of treatment;
- g. Your assessment of your work as therapist (strengths and limitations)

See attached rubric for assessment of case study.

Required Texts

Walter, J. E. & Peller, J.E. (1992). *Becoming solution-focused in brief therapy*. New York: Routledge.

Stone, H., (Ed.). (2001). *Strategies for Brief Pastoral Counseling*. Minneapolis: Fortress Press.

Articles on CAMS

Schedule—Brief Therapy Summer 2014

Monday
Morning Session

- Introductions
- Introduction to and history of brief therapy
- Short-term mentality; short-term procedures
- A general framework for counseling
- Strengths and limitations

Afternoon Session

- Setting the stage for change
- A theory of change
- Listening
- Defining presenting problem
- Practice in LSCTC

Tuesday
Morning Session

- Boundaries and Ethics
- Structuring sessions and course of treatment
- Classes of problems & unit of analysis
- Assessment I
- Deciding on brief treatment

Afternoon Session

- Goal setting
 - Prioritizing
 - Stakeholders
 - Clarification
 - Scaling/miracle
- Practice in LSCTC

Wednesday

Morning Session

- Religious listening & theological reflection
- Spirituality and brief therapy
 - Prayer
 - Scripture
 - Meditation
 - Mindfulness
 - Etc.

-Assessment II

- Depression
- Suicide
- Anxiety
- Substance abuse (Berg video)
- Life problems

- Designing a strategy
 - In session strategies
 - Homework
 - Follow-up
 - Self-help

Afternoon Session

- Practice in LSCTC

Thursday

Morning Session

- Couples
 - Assessment/tools
 - Alliance
 - Domestic violence
 - Goal setting/what works
 - Strategies

- Families with children

Afternoon Session

- Practice in LSCTC

Friday

Morning Session

- Chronic mental illness
- Medical problems
- Chronic marital problems
- Parish counseling
- Rethinking boundaries
- Record keeping
- Supervision/consultation
- When things go badly

Appendix

Important Policies

Grading: Grade Scale and Philosophy

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
C	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Attendance

Learning is a complex activity that requires conceptual and experiential participation by those who wish to learn. Student attendance and participation is fundamental to the way the learning environment is structured for this course. Attendance and participation is required to earn a passing grade. While circumstances may require an adult learner to miss class occasionally, absence from more than 10% of the classroom experience will affect student learning and (consequently) the student's grade. Extreme circumstances, such as health problems, family concerns, etc. must be discussed with the professor *prior* to multiple missed classes. Students unable to attend at least 75% of classes are advised to drop the class prior to the registrar's WP deadline, or receive a failing grade.

Form for Writing Assignments

All papers submitted for grades must be written in APA approved style and be double-spaced.

Major research papers, book reviews, etc. should include a cover sheet with the assignment title, your name, and the class for which you are writing.

Weekly assignments should include at the top of the first page your ***name, title of the assignment, and the date the assignment is due.*** These papers are to be folded in half (vertically) with your name and mailbox number on the outside. This allows returning them to you through campus mail.

All sources used in writing assignments must be cited appropriately and according to APA style. ***Failure to cite sources is plagiarism. You must give credit for quotes and ideas used in your writing. Papers submitted for grades that demonstrate plagiarism will receive a failing grade, and students will be subject to the seminary policy regarding plagiarism.***

Inclusive Language is a Seminary Policy

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.