

Brief Therapy PC 3123

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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 four 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 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 the theoretical foundations, theological concerns, purposes, expected outcomes, and limitations for brief therapy	SLO: 1... able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO:2... demonstrate a broad knowledge of systemic theory and MFT treatment models and flexibly apply these in evidence-based practice SLO: 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy MFTC: 1.1.1... Understand systems concepts, theories, and techniques ...foundational to MFT 1.1.2... Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan 4.1.2 Recognize strengths, limitations, and contraindications of...therapy models...	Final Position Paper Reading Summary Papers

<p>Articulate one functional, multicultural model for problem assessment, planning intervention, and assessing outcome of short-term counseling</p>	<p>SLO: 1...able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO: 4... able to use a multicultural approach to MFT that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity 1.1.2... Understand theories and techniques of individual, marital, couple, family, and group psychotherapy</p>	<p>Final Position Paper</p>
<p>Complete basic assessment that discriminates between cases needing immediate referral or longer-term care, and those for which short-term counseling is appropriate</p>	<p>SLO: 1...able to conduct multicultural, evidence-based therapy with individuals, couples and families MFTC: 1.2.3 Recognize issues that...suggest referral for specialized evaluation...care 1.3.1 Gather and review intake information...balanced attention to individual, family, community... contextual factors 1.4.1 Evaluate case for appropriateness... 5.3.7 Practice within defined scope of practice and competence</p>	<p>Case Example and Review</p>
<p>Demonstrate the ability to identify client strengths, resiliencies and resources and prioritize clear, achievable goals agreed upon by both client and therapist</p>	<p>SLO: 1...able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO:2...demonstrate a broad knowledge of systemic theory and MFT treatment models and flexibly apply these in evidence-based practice MFTC: 2.3.8 Identify client's strengths, resilience and resources 2.3.9-Elucidate presenting problem... 2.4.4 Assess the therapist-client agreement of therapeutic goals and diagnosis 3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan 3.3.2-Prioritize treatment goals</p>	<p>Live observation during class Case Example and Review</p>
<p>Demonstrate the ability to use basic short-term intervention skills in a counseling session.</p>	<p>SLO: 1...able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO:2...demonstrate a broad knowledge of systemic theory and MFT treatment models and flexibly apply these in evidence-based practice 3.3.3 Develop a clear plan about how sessions will be conducted 3.3.4 Structure treatment to meet clients' needs and to facilitate systemic change 3.3.5: Manage...therapy toward treatment goals</p>	<p>Live observation during class Case Example and Review Final Position Paper</p>
<p>Demonstrate the ability to asses and manage clinical crisis/emergencies such as suicidal, homicidal statements, etc.</p>	<p>SLO: 1...able to conduct multicultural, evidence-based therapy with individuals, couples and families 3.3.6 Manage risks, crises and emergencies 3.4.3 Evaluate level of risks, management of risks, crises and emergencies</p>	<p>Case Example and Review Final Position Paper</p>

Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)

Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

Methods

Reading assignments are to be completed prior to the seminar and turned in the first day of class. Seminar session will be 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 August 1st following the seminar.

Requirements

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

1. Read all assigned texts.
2. For each book write a 250 word summary of the book, including what most resonated with you, and how you envision using what you learned from the text in clinical/pastoral practice.
3. 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 August 1st)

1. **Final Position Paper:** 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. **Case Study:** Demonstrate how you use your philosophy by writing a case study using a brief therapy model that shows:
 - a. Clear definition of the model of brief therapy you are using—this model should be clear throughout the following steps;
 - b. Intake and evaluation procedures that identify the client as appropriate for brief therapy;
 - c. Assessment and goal setting using your chosen model;
 - d. Process of treatment and interventions you used;
 - e. Use of client feedback;
 - f. Management of any crises or emergencies in treatment;
 - g. Outcome of treatment described using your guiding model;
 - h. Your assessment of your work as therapist (strengths and limitations)

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.
- Trepper, T.S. & Papay, H.E. (2013). *Psychotherapy abbreviation: A practical guide*, NY, NY: Routledge.

Brief Therapy Comprehensive Rubric

Scoring Directions: Mark or highlight observations in each area. Complete rating score at the end of the rubric.

Scoring: 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student's level of training.

Assignment I: Theory Readings				
Description:				
<ol style="list-style-type: none"> 1. Read all assigned texts. 2. For each book write a 250 word summary of the book, including what most resonated with you, and how you envision using what you learned from the text in clinical/pastoral practice. 3. 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. 				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category:
Paper demonstrates that all preparatory theoretical reading is complete and shows good critical insight into readings	Paper demonstrates that all preparatory theoretical reading is complete	Paper demonstrates that most preparatory theoretical reading is complete	UA	SLO: 1, 2 MFTC: 1.1.1, 1.1.2, 4.1.2
Demonstrates exceptional awareness of how reading material applies to basic counseling/pastoral practice	Demonstrates good awareness of how reading material applies to basic counseling/pastoral practice	Demonstrates some awareness of how reading material applies to basic counseling/pastoral practice		SLO: 1, 2 MFTC: 1.1.1, 1.1.2, 4.1.2, 4.4.1

Assignment II: Final Position Paper

Directions: 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.
- j. Be sure to address theological, spiritual and multicultural issues.

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category:
Demonstrates exceptional understanding and use of brief therapy models.	Demonstrates good understanding and use of brief therapy models.	Demonstrates marginal understanding and use of brief therapy models.	UA	SLO: 1, 2 MFTC: 1.1.2,
Demonstrates exceptional appropriation of selected brief therapy models for application to clinical practice. Provides exceptional understanding about how observable, measureable client goals are set using client collaboration, strengths and resources. Provides an exceptional theoretical framework for interventions with clients with clear examples of how these fit with guiding model. Provides an exceptional framework for assessing client progress	Demonstrates clear appropriation of selected brief therapy models for application to clinical practice. Provides clear understanding about how observable, measurable client goals are set using client collaboration, strengths and resources. Provides a theoretical framework for interventions with clients with clear examples of how these fit with guiding model. Provides an understandable framework for assessing client progress	Demonstrates marginal appropriation of selected brief therapy models for application to clinical practice. Provides some understanding about how client goals are set using client collaboration, strengths and resources. Provides a marginal theoretical framework for interventions with clients with clear examples of how these fit with guiding model. Provides little framework for assessing client progress		SLO: 1, 2 MFTC: 1.1.2, 3.3.3 SLO: 1, 2 MFTC: 1.1.2, 2.3.9, 3.3.3, 3.3.4 SLO: 1, 2 1.1.2, SLO: 1, 2 MFTC:3.3.3, 3.3.4, .3.5,

Identifies and discusses critically theological, spiritual and multicultural issues related to brief therapy and selected model.	Identifies and discusses theological and spiritual issues related to brief therapy and selected model.	Marginally identifies and discusses theological and spiritual issues related to brief therapy and selected model.	SLO: 4, 5 MFTC: 3.3.4

Assignment III: Case Study

Directions: Demonstrate how you use your philosophy by writing a case study using a brief therapy model that shows:

- a. Clear definition of the model of brief therapy you are using—this model should be clear throughout the following steps;
- b. Intake and evaluation procedures that identify the client as appropriate for brief therapy;
- c. Assessment and goal setting clearly using your chosen model;
- d. Process of treatment and interventions you used, clearly demonstrating chosen model;
- e. Use of client feedback;
- f. Management of any crises or emergencies in treatment;
- g. Outcome of treatment described using your guiding model;
- h. Your assessment of your work as therapist (strengths and limitations)

Assessment Rubric: Use the following rubric to guide your work.

Reviewer Directions: Highlight or mark observations in each area. Complete rating score at the end of each category.

Scoring: 9-10 Exceeds Expectations, 6-8 Expected, 3-5 marginal, 0-2 unacceptable.

Category I: Identifying Information/Description of Client

Description:

- A. Provide a one paragraph description of the client family presented. Include ages, ethnic and gender information, vocational or educational information and any other outstanding features that will help provide a picture of the context for treatment of the case.

Levels of Quality

Exceeds Expectations
(9-10) Expected
(6-8) Marginal
(3-5) UA

(0-2) Category I Score:

Rubric for Category I

Description is clear, and includes identifying information-and any outstanding features of all clients present, including-personal dimensions that may affect therapy.

Description is present and describes basic attributes of clients. Presents information in a logical manner. Description is excessive, disorganized, or misses important primary information. UA SLO 1

MFTC: 1.2.1,
1.3.1

Category II: Presenting Problem

Description: Provide a concise summary of what the individual/couple/family perceived as the motivating factor bringing them to therapy. Also include perceptions provided by referral source and treating therapist.

Exceeds Expectations
(9-10) Expected
(6-8) Marginal
(3-5) UA

(0-2) Category II Score

Rubric for Category II Presenting problem is identifiable and concise, and reflects clients' description

Grade: ____

Comments:

Monday <u>Morning Session</u>	-Classes of problems & unit of analysis	-Designing a strategy In session
-Introductions	-Assessment I	strategies
- Introduction to and history of brief therapy	-Deciding on brief treatment	Homework Follow-up Self-help
	<u>Afternoon Session</u>	<u>Afternoon Session</u>
-Short-term mentality; short-term procedures	-Goal setting Prioritizing Stakeholders Clarification Scaling/miracle	-Practice in LSCTC
-A general framework for counseling		
-Strengths and limitations	-Practice in LSCTC	
		Thursday <u>Morning Session</u>
<u>Afternoon Session</u>		-Couples Assessment/tools
-Setting the stage for change		Alliance Domestic violence
-A theory of change		Goal setting/what works Strategies
-Listening		
-Defining presenting problem		-Families with children
-Practice in LSCTC	Wednesday <u>Morning Session</u>	<u>Afternoon Session</u>
	-Religious listening & theological reflection	Chronic mental illness -Medical problems

Schedule—Brief Therapy Summer 2016

	Prayer Scripture Meditation Mindfulness	-Parish counseling -Rethinking boundaries -Record keeping
Tuesday <u>Morning Session</u>	Etc.	- Supervision/consultation
-Boundaries and Ethics	-Assessment II Depression Suicide	-When things go badly
-Structuring sessions and course of treatment	Anxiety Substance abuse (Berg video) Life problems	-Practice in LSCTC

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.