THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work

Spring Semester, 2008

Course Number: SOWO 853
Course Title: Brief Treatment
Times: Mondays 1:00-11:50 am, Spring Semester
Tuesdays 9:00-11:50 am, Spring Semester
Instructor: Melissa D. Grady, Ph.D., L.C.S.W.
TTK 563-H; 919-843-0063
mgrady@email.unc.edu
Office Hours: Mondays 12-2 pm and by appointment
Course Website: is available through http://blackboard.unc.edu

Course Description: This is an advanced mental health methods elective. It is conducted as a seminar, and enrollment is limited. Classes will involve a combination of lecture, discussion, skill-building exercises, and videotaped case examples. The theoretical perspective of the course is ecological and developmental. Emphasis is placed upon social intervention models for helping families and individuals. Models covered will include solution-focused, cognitive-behavioral, trauma and psychodynamic models of planned short-term treatment as well as crisis intervention and critical incident stress debriefing. Topics such as cultural competence, managed care, and common crises will be discussed.

Course Objectives: This is a concentration-year mental health practice elective course. It builds upon knowledge of biopsychosocial development through the life cycle from Social Work 500 and of social work interventions from Social Work 540. The objective is to advance these introductory level skills as applied to brief social interventions with adults, adolescents and children. Upon completion of this course, students are expected to demonstrate:

1. Knowledge of and beginning practice skills in models of brief treatment including crisis intervention, psychodynamic brief psychotherapy, cognitive-behavioral brief psychotherapy, and solution focused brief therapy. In addition, the students will learn some of the prominent models of trauma intervention.
2. An understanding of managed care and its impact on mental health practice.
3. The ability to apply evidence and client factors when considering choices around intervention models.
5. An ability to assess, formulate goals and design intervention strategies for clients using the models of practice introduced in the course.
**Required Texts:**


**Other Readings:**
All other readings will be on the Blackboard website for the course.

**Class Assignments:**

1. The course will be conducted as a seminar, so being present and participating actively is essential to the learning experience. Attendance will be noted and utilized in determining the final grade. If it is necessary to miss, the instructor should be contacted in advance and arrangements should be made to get class notes from another student. Active participation in discussion is important, but quality of comments and questions is more important than quantity. Case illustrations are encouraged and will enhance class participation grade. Please see class participation criteria below.

2. It is assumed that students are adult learners who have already become proficient at assimilating information. Therefore it is expected that discussion and learning can take place at the level of evaluating ideas as to their plausibility, place in the larger body of social work knowledge, strengths, limitations, and clinical relevance.

3. A journal will be turned in near the end of each unit. *(See Appendix B for Grade sheet)*

4. One paper is assigned. *(See Appendix A for Grade Sheet)*

**Evaluating Performance:**

Weighting of class assignments is as follows:

- 35% Paper
- 20% Class Attendance and Participation
- 15% Each Unit’s Journal Entries (Total 45%)

*Please put your PID ONLY on the papers – NOT your name – on any written work or assignments that you turn into the instructor.*
**Class Participation:**
It is expected that students will be active members of the class. Therefore, the following grading rubric will be used for class participation.

94-100 is assigned to those students who have consistently attended and have been active participants.
90-93 is for students who have missed one class, but who regularly participate.
85-89 is for students who have either attended regularly, but do not participate often, or for students who participate, but do not have very regular attendance (miss 2 classes).
80-84 is for students who have do not participate actively, but may have fairly regular attendance (2 classes).
Under 80 means that the student has irregular attendance (3 or more classes), and has demonstrated through class discussions that s/he has not done the readings or actively disengages with class activities.

**Policy on Incompletes and Late Assignments:**
It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that may prohibit you from completing the assignment on time, any request for delay of an assignment/exam must be done *in advance* of the due date (at least 24 hours) on an assignment/exam. Approved delays will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 10% reduction every 24 hours that the assignment is late. Papers are due *at the start of class*. Papers that are handed in after the beginning of class will be considered late and there is a 10% deduction for every 24 period past the due date/time of the paper. In other words, if the paper is due at 2:00, and turned in at 11:00 pm that night, there will be a 10% deduction. The clock begins at the start of class.

If the student meets unavoidable obstacles to meeting the time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of incomplete (INC) would be appropriate. I prefer not to give an incomplete grade and will give incompletes only in compliance with University policy.

**Grading**
All grades are converted to the following scale:
94 and above       H
80-93              P
70-79              L
69 and below       F

**Policy on Academic Dishonesty**
Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I
have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Policy on Accommodations for Students with Disabilities:**
Students with disabilities which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc. Please contact the University’s Disability office to request the paperwork necessary for approved accommodations.

**Use of Laptops or other electronic devices**
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.

**APA Formatting**
It is an expectation of this course that you will correctly cite all of your material following the 5th ed. of the APA manual. If you are not familiar with this style, please refer to the manual, the study guide on the school’s website or see Diane Wyant, the School’s editor at dwyant@email.unc.edu
Course Schedule:

January 15  Class 1 - Introductions

January 22  **NO CLASS**

January 29  Class 2 – Psychodynamic: Intro

February 5  Class 3 – Psychodynamic: Techniques

February 12 Class 4 – Psychodynamic: Application

February 19 Class 5 – CBT: Intro

*Journal on Psychodynamic Therapy Due*

February 26 Class 6 – CBT: Techniques

March 4  Class 7 – CBT: Application

March 18 Class 8 – SFT: Introduction

*Journal on CBT Due*

March 25 Class 9 – SFT: Techniques

April 1  Class 10 – SFT: Application and All 3 Models

April 8  Class 11 – Crisis Intervention

*Journal on SFT Due*

April 15  Class 12 – Trauma Theory/Models of Trauma

April 22  Class 13 – Course wrap-up

*Final Paper Due*
Course Outline

Class 1: Introduction

• Overview of the Course
• History and ethics of Brief Social Interventions
• Client Selection
• Goal Setting
• Managed Care
• Skill-Building Exercise in Client Selection
• Skill-Building Exercise in Formulating Measurable Behavioral Objectives

Class 2: Intro to Psychodynamic

• Psychodynamic Developmental Models
• History of Model/Basic tenets

Readings:


Class 3: Psychodynamic continued

• Skill-Building Exercise in Client Selection, Formulating a Focal Issue
• Psychodynamic techniques: Confrontation, Clarification, Interpretation

Readings:
Hollender & Ford, Chaps. 5-8

Read one of the following empirical research articles:


**Class 4: Psychodynamic and its application**

- Supportive vs. long-term care
- Additional techniques, such as resistance
- Application of model to low-income and other non-majority clients
- Writing goals

**Readings:**
Hollender & Ford, Chaps. 10 and 12


**Class 5: Intro to CBT**  
*JOURNAL ON PSYCHODYNAMIC THERAPY DUE*

- Overview of Cognitive-Behavioral Models of Social Intervention,
- Behaviorally Oriented Models of Cognitive-Behavioral Treatment
- Racial, Ethnic & Religious Differences in Social Interventions
- Developmental Considerations in Social Interventions
- Multi-faceted Ecological Interventions

**Readings:**
Beck, Chaps 1-6

**Class 6: CBT/Organization of Sessions**

- Cognitive-Behavioral Models with Children and Adolescents
- Videotape: Judith Beck, Ph.D., “Cognitive Therapy for Depression”

**Readings:**
Beck, Chaps 7-12

Read one of the research articles listed below:


**Class 7: CBT/Narrative Approach**

- Narrative/Developmental Models of Cognitive-Behavioral Treatment
- Discussion of Integration of models.
- Videotape: Donald Meichenbaum, Ph.D. “Mixed Anxiety and Depression: A Cognitive-Behavioral Approach”

**Readings:**
Beck, Chaps 13-18


**Class 8: Intro to SFT**

- Solution-Focused Models of Social Intervention
- Tenets of Model
Readings:
Walter & Peller, Chaps 1-6


Class 9: SFT Continued

- Socioeconomic Differences
- Videotape: Insoo Kim Berg & Norman Rouse on goal setting with substance abusers
- Skill-Building Exercise in Defining Goals
- Techniques

Readings:
Walter & Peller, Chaps. 6-10


Class 10: SFT Continued and Application of case to all 3 Models

- Skill-Building Exercise in Finding Exceptions to the Problem, Constructing Hypothetical Solutions (“The Miracle Question”), and Constructing Homework Assignments.
- Apply all models to one case/Role Play

Readings:
Walter & Peller, Chaps. 10-17


Class 11: Crisis Intervention  JOURNAL ON SFT THERAPY DUE

- Crisis Intervention &
- Critical Incident Stress Debriefing (CISD)
- Suicide Prevention
Readings:


Class 12: Trauma Theory
- Crisis Intervention with Trauma
- Trauma Theory
- Using play therapy to treat traumatized children
- Ethics of brief trauma treatment
- Overview of EMDR, Exposure Therapy, Guided Imagery

Readings:


Class 13: Course Wrap-up
- Bereavement
- Termination

Readings:
APPENDIX A

Brief Therapy Paper Assignment

Objective: The objective of this paper is to solidify students’ knowledge of the three major modalities of treatment by applying the concepts from this course to a case.

Description of Assignment:
1. Take one of your cases that you have had either in your field or previous work/volunteer experiences.
2. Give a brief description of the case (1-2 pages) that includes a brief history, current life situation, and presenting problem, and any other relevant information that you deem appropriate.
3. Apply each of the following models to that case: Solution-focused Therapy; Cognitive-Behavioral Therapy; and Psychodynamic Therapy (approximately 2-3 pages on each model). This application includes:
   a. A formulation of the case using the models (how would the model describe the problem/situation), and
   b. List 3 treatment goals that would be appropriate for the client, using the language and perspective of the model.
4. After you have described the models, choose one that you think is the best fit for this case and give your rationale for why you would approach the case from that perspective. This discussion should include:
   a. Outcomes studies that fit for the case/situation (from class readings and other sources at least 5 total)
   b. Your fit with a particular model and what you would bring to the case
   c. Issues of client specificity: intelligence level; patterns from the past; what worked or hasn’t worked for them before; etc.

Grading Criteria:
1) The case example well written (5 points).
2) Each model of treatment applied accurately and clearly. There a clear case formulation using each model (10 points for each model = Total of 30 points)
3) The goals for each model fit the language of the model AND address the presenting problem (5 points for each model = Total of 15 points)
4) The student advocated for the use of one model clearly, using several criteria for the basis of their position (25 points)
5) Appropriate number of references are used, in APA format and well utilized in the paper (15 points)
6) The document reflects an understanding of various dimensions of diversity as they may apply to the assessment, goals, intervention and evaluation. (5 points)
7) The document is well written, uses nonjudgmental language and demonstrates basic mastery of sentence structure, with no errors in spelling, punctuation, grammar or typing. (5 points)
APPENDIX B

JOURNAL DESCRIPTION
AND GRADING CRITERIA

Objective: The purpose of the journal is to convey familiarity with class material and to then communicate how it is informing your thinking about either professional or personal experiences.

Description of Assignment:
The journal assignment is a 3-4 page reaction paper in which you reflect on the unit covered both through class lecture, discussion, reading, and/or class activity. The goal is not just to summarize a reading, but to react to it or show how it might apply to real life experiences. The journal is an opportunity to think more deeply about some aspect of the class and for me to hear and learn from you about how you are experiencing it.

Contents should include the following:
1. A brief summary of the model (What are its basic assumptions/tenets?).
2. Is this model a good fit for my belief system, personality, and intended client population?
3. What are its strengths and limitations?
4. Any remaining questions about the model.

Grading Criteria:
This assignment is worth 15 points each and will be evaluated on the following criteria:
1. Focus of journal is germane to material presented in class and/or assigned reading and conveys a good summary of your understanding of the material discussed in the unit (6 points).
2. Journal discussion is thoughtful and demonstrates the ability to link and integrate with practice or personal experience, as well as be a critical thinker of the model (6 points).
3. Journal is well written and clearly organized (3 points).

Things to consider before writing your journal:
- What reading material or class activity has stood out for me, (or surprised me, interested me)?
- How has it made me feel? What has my reactions, opinions thoughts about it?
- How does this information or perspective relate to my field practice experience or other professional experience?
- How does this information or perspective relate to my own life experience?
- How might this material help to inform a case that I have or my work in general?
- How might I apply this information in my practice?
- What are the strengths and weaknesses of this model? How would it be a good fit for certain populations and not others?