Course Number: 853.001 (244.001)

Location: Tate-Turner-Kuralt Building

Time: Tuesdays, 2:00 p.m.-4:50 p.m.

Course Title: Approaches to Brief Treatment

Instructors: Jay C. Williams, MSW, Ph.D., LCSW
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Course Description: This is an advanced practice elective covers theories and application of four models of brief psychotherapy. Skill building, critical thinking and utilization of empirical support are emphasized.

Course Objectives: This is a concentration-year mental health practice elective course. It builds upon knowledge of biopsychsocial 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 solution focused brief therapy, cognitive-behavioral brief psychotherapy, psychodynamic brief psychotherapy, and crisis intervention. In addition, 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.

6. Critically examine how clients factors such as race, ethnicity, gender, religion, sexual orientation, socioeconomic status, spiritual beliefs, physical disabilities and other characteristics impact the implementation of social work interventions.

Expanded Description:

This is an advanced mental health elective. It is conducted as a seminar with the classes involving a combination of lecture, discussion, skill building exercises and videotaped case examples. The models covered will include solution-focused, cognitive-behavioral, trauma and psychodynamic/interpersonal models applied to planned short-term treatment as well as crisis intervention. Topics such as cultural competence, managed care and common crises will be discussed. Students will be challenged to consider how ethical issues, managed care, client differences (e.g. race, gender identity, sexual orientation, class, spiritual beliefs) and the evidence based practice process all impact both the choices of intervention, as well as how each intervention will need to be uniquely tailored to individual clients’ needs. With each model presented, students will consider the role of the relationship and the differences in the worker’s use of self.

Grading Criteria:

1. The course is 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.

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, empirical validity, heuristic value, place in the larger body of social work knowledge, strengths, limitations, and clinical relevance.

3. A journal will be turned in the class that concludes the study of solution focused, cognitive-behavioral, psychodynamic, and crisis/trauma models of treatment (Classes 4, 7, 10 & 13). Its purposes are to demonstrate
comprehension of assigned readings, to encourage critical thinking about the material presented, to explore personal reactions to the material, and to give the instructor information about the effectiveness of teaching. The journal should be two to four typed, double spaced pages per model. The instructor will grade it and return it with comments. It should contain a brief summary of the treatment model and your assessment of its strengths, limitations and best uses. It should also include a brief summary of one of the empirical research articles listed for that unit and your reactions to the article. Journals should also include your personal reactions to the readings and class discussion, and any observations you would like to make about the effectiveness of the teaching methods. Contents should include such things as the following: “Do I understand this model or have questions about it? What are its basic assumptions? How effective was the instructors’ presentation of the material? Is this model a good fit for my belief system, personality, and intended client population?” Grading criteria for the journals are listed in Appendix B

4. Weighting of class assignments is as follows:

   20% Class Attendance
   20% Class Participation
   15% Each Unit’s Journal Entries (Total 60%)

5. Grades will be earned according to the following criteria:

   An “L” or “F” (depending on the gravity of the deficiency) will be assigned for failing to complete any of the above-mentioned requirements set forth in the syllabus. Excessive absences or tardiness without justifiable reason, failure to participate in class discussion, and inability to produce a paper that meets the criteria set forth in the syllabus or is of graduate level skills, (e.g. excessive errors in spelling, grammar, punctuation or citations), will adversely effect a student’s grade. (Students are expected to use the reference style of the Publication Manual of the American Psychological Association, Fifth Edition, 2001.)

   A “P” will be awarded for the completion of all requirements as set forth in the syllabus and with none of the deficiencies associated with an “L” or “F.” A “P” as defined by The Graduate School signifies entirely satisfactory work. Grades will be determined according to the principles of adult learning. It is assumed that students are already skilled at assimilating information and are learning to evaluate ideas with respect to their validity, perspective and relevance to practice.

   An “H” is awarded selectively to students who are eligible for a “P” but whose work reflects “clear excellence” as defined by The Graduate School. “Clear excellence” means going beyond “P-level” requirements in two ways:
a. Perceptive and creative analysis and evaluation of ideas and their clinical applications, and
b. Extensive and skillful use of scholarly literature.
Satisfying “H-level” options of either (a) or (b) enables a student to be eligible for consideration for an “H.” Fulfilling requirements for both (A) and (B) will virtually guarantee an “H.”

Late Assignments: If it becomes necessary to turn in a written assignment late, the instructor’s permission should be secured in advance. The grade on that assignment will be dropped by ten points for each week or part of a week that the paper is late.

6. Grading Scale:

    94-100 H
    80-93 P
    70-79 L
    0-69 F

(Pluses and minuses are given to provide more specific feedback, but are not recorded on official transcripts.)

**Honor Code:** Original work is expected. The UNC has a rich, long tradition of honor. If you have not done so, please read the Student Code of Honor: [www.unc.edu/depts/honor/plagerism.html](http://www.unc.edu/depts/honor/plagerism.html). Note that plagiarism is defined in the Code as “the intentional representation of another person’s words, thoughts, or ideas as one’s own.” Violations of the Honor Code result in an “F” grade and referral to the Honor Court. From this website, here are some helpful guidelines:

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted—single spaced and indented beyond the normal margins. Every quote must include a source—the author, title, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: when summarizing an outside source or citing another person’s idea, quotation marks are not necessary, but the source must be included.

Working on Group Projects: In many classes, group projects are required. When preparing written reports, the names of all persons working on the project should be included.

Honor Code Affirmation: All written products in the course, including quizzes, must have a signed honor code statement. Papers without this affirmation will not be accepted. The statement should read as follows:
I have neither given nor received any unauthorized assistance on this assignment.

Policy on Accommodation for Students with Disabilities: Students with disabilities that affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional or evaluation format considered. Accommodation and services, which may include, but are not limited to--note-takers, alternative testing, accessible class materials, and interpreters—are provided by Disability Services (Voice/TDD 962-8300; 966-4041). Learning Disability Services (962-7227) provides supportive services for students with learning disabilities and attention-deficit/hyperactivity disorders. Students will be asked to provide documentation of the disability/medical condition from an appropriate primary care provider. Working with disability Services and Learning disability Services and without lowering academic standards, the instructor will make reasonable accommodations to reduce barriers caused by a student’s disability.

Readings:

The course uses three textbooks that are available in the Health Sciences Book Store:


With a few exceptions, assigned readings are from the texts. The other assigned article will be on e-reserve. Hard copies are also on reserve at the desk of the House Undergraduate Library and in the Learning Resource Center on the fifth floor of Tate-Turner-Kuralt Building. These may be copied, but the originals should not be taken from the building. The syllabus and handouts will be posted on Blackboard. Hard copies of the syllabus and the handout for the first unit will be distributed in the first class session. Subsequent handouts should be printed out from Blackboard. Recommended readings will be suggested throughout the course. Those that are articles will be on e-reserve and on reserve in the House Undergraduate Library and in the Learning Resource Center on the fifth floor. Those that are books can be obtained from Health Sciences Library, Davis Library, or from the instructor.
SCHEDULE

Class 1: January 13, 2009

Topics: Overview of the Course
       History of Brief Social Interventions
       Client Selection for Brief Treatment
       Changes in service delivery (managed care, privatization, in-home)
       Formulating measurable, behavioral goals

Skill-Building Exercise in Client Selection

Exercise in developing culturally-sensitive treatment plans

Skill-Building Exercise in Formulating Measurable Behavioral Objectives

Exercise in Ethics

Assignment:

McWilliams, N. (2005) Preserving our humanity as therapists, Psychotherapy: Theory, Research, Practice, Teaching, 42(2) 139-151.

Recommended Readings:


Class 2: January 20, 2009

Ethical issues in managed care

Racial, Ethnic Economic & Religious Differences in Brief Therapy

Recommended Readings:


Smith College Studies in Social Work, Special Issue: The Corporate and Human Faces of Managed Health Care: The Interplay Between Mental Health Policy and Practice, 66(3), (June 1996).

Class 3: January 27, 2009

Topics: Solution-Focused Models of Brief Therapy

Gender Considerations

Videotape: Insoo Kim Berg & Norman Rouse on goal setting with substance abusers

Assignment:

Walter & Peller, Becoming Solution-Focused in Brief Therapy, pp. 1-216

Class 4: February 3, 2009

Skill-Building Exercises in Solution-focused skills

Assignment:

Walter & Peller, Becoming Solution-Focused in Brief Therapy, pp. 217-259
Read any one of the following empirical articles and include a one paragraph summary in your journal:


Recommended Readings:


**Class 5: February 10, 2009**

**Topic:**
Traditional Cognitive-Behavioral Models of Brief Therapy

**Videotape:** Judith Beck, Ph.D., “Cognitive Therapy for Depression”

**Skill-Building Exercises in CBT skills**

**Assignment:**

Beck, J. *Cognitive Therapy: Basics and Beyond*, pp. 1-192

**Recommended Readings:**


**Class 6: February 17, 2009**

Narrative Models of Cognitive-behavioral Therapy
Videotape: Donald Meichenbaum, Ph.D. “Mixed Anxiety and Depression: A Cognitive-Behavioral Approach”

**Assignment:**


**Class 7: February 24, 2009**

Skill building in cognitive-behavioral interventions

**Topics:**

- Skill building exercises in Cognitive-behavioral therapy
- Application of CBT to Children and Adolescents

**Assignment:**

Journal on CBT and empirical article

Read any one of the following empirical research articles and include a one paragraph summary in your journal:


**Class 8: March 3, 2009**

**Topics:**

- Brief Psychodynamic/Interpersonal Therapy
- Reenactments
Transference and Countertransference
Confrontation, clarification, interpretation & working through

Video Cassette: Jeff Brooks-Harris & Jill Olivier-Berry, Psychodynamic Counseling and Psychotherapy

Skill building exercises in psychodynamic techniques

Assignment:

Levenson et al, Concise Guide to Brief Dynamic and Interpersonal Therapy, 1-134

Journal on brief psychodynamic/interpersonal therapy and empirical article

Recommended Readings:


**SPRING BREAK: March 10, 2009**

**Class 9: March 17, 2009**

Instructor will be absent.

Time-Limited Dynamic Psychotherapy

Video Cassette of Hanna Levenson

**Class 10: March 24, 2009**

Brief Psychodynamic/Interpersonal Therapy

Skill building Exercises

**Assignment:**

Read any one of the empirical articles and summarize it in your journal:


Class 11: March 31, 2009

Trauma Theory and Treatment

Getting Grief Unstuck: Role play of Instructor’s Case of Hank

Videotape of Eliana Gil, Trauma treatment of Children

Recommended Reading:

Herman, Judith Lewis (1992) Trauma and Recovery-From Domestic Abuse to Political Terror. New York: Basic Books.

Class 12: April 7, 2009

Crisis Theory and Crisis Intervention

Topics: Crisis Theory & Intervention
    Suicide Screening & Prevention
    Critical Incident Stress Management
    Vicarious Traumatization

Role Play of Critical Incident Stress Debriefing

Assignment:


Recommended Reading:


Class 13: April 14, 2009
EMDR
Class choice of topics

Videotape of Francine Shapiro: EMDR: Working with Grief

**Assignment:**

Journal on Crisis and Trauma Theories and Treatment, (no empirical article summary required).

**Class 14: April 21, 2009**

Comparison of Models

Role plays of same client with different models
Grade Sheet for Journals

Name: _______________________

1. Does the journal demonstrate that the student has read and understood the assigned readings? (20 points)

2. Does the journal demonstrate that the student understood material presented in the previous class? (20 points)

3. Does the journal demonstrate graduate level critical thinking about the material (e.g. strengths, limitations, empirical support, fit with the student’s own beliefs and personality)? (40 points)

4. Does the student raise questions? (10 points)

5. Is the journal clearly written and within the suggested length (i.e. 2-4 pages)? (10 points)

Overall Comments and Grade:
Appendix C
Case of Heather
(This case example may be used for skill building exercises. It can also serve as a format for presenting your own case material in class.)

Heather, an attractive, casually dressed woman of 28, has an MSW and works a case management position in a public agency. She is seeking psychotherapy for the first time because of frequent arguments with her boyfriend with whom she had lived for the past four months. The day before the appointment, she chose to spend the night at a friend’s apartment following a particularly upsetting argument. She doubts that the relationship will last and is considering whether to move out. Both of the other two romantic relationships she has had since college were similarly conflictual and brief. In addition, she reports chronic depression, experienced as hopelessness about finding romantic fulfillment. She describes restless sleep, sadness, and readiness to cry in response to TV shows and movies that depict happy romantic relationships or good father-daughter relationships. She wants help in deciding what to do about her current relationship, but she also wants to figure out why this keeps happening, to change it if she can, and to feel less depressed.

Heather reports life-long conflict with her father, whom she “hates.” Her parents divorced when Heather and her younger sister were 10 and 8. The sisters lived with their mother, but received little attention from her as she had to work long hours to support the family because their father contributed little financial support. The sisters saw their father every other week, but disliked these visits as he did what he wanted and paid little attention to them. Heather reported that he was constantly criticizing and blaming her. For example, he said “I try to spend time with you, but you’re ungrateful. I do everything for you, but you do nothing for me.” Heather and her sister had begged their mother to reduce the frequency of these visits, but while sympathetic, the mother acted as if she were helpless in the situation. As a child Heather felt selfish and horrible because of her dislike for her father. As a young adult, however, she had realized the extent of his selfishness and manipulation and had hated him for it. At the same time, she felt guilty about these feelings. Heather had a very close relationship with her mother who always warned her about the selfishness and untrustworthiness of men. After the divorce, the mother had a series of relationships after with men who mistreated her.