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

Spring Semester, 2009

COURSE NUMBER: SOWO 853
COURSE TITLE: Brief Treatment
TIMES: Mondays 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: Tuesdays 12-3 or by appointment
COURSE WEBSITE: is available through http://blackboard.unc.edu

COURSE DESCRIPTION: This advanced practice elective covers theories and application of three models of brief psychotherapy. Skill building, critical thinking, and utilization of empirical support are emphasized.

COURSE OBJECTIVES:
1. Knowledge of and beginning practice skills in models of brief treatment including 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.
6. Critically examine how client factors such as race, sexual orientation, gender identity, spiritual beliefs, ethnicity, class, and other characteristics impact the implementation of social work interventions.

EXPANDED DESCRIPTION:
This is an advanced direct practice 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, ethnicity, 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 difference in the use of self or the worker.

**REQUIRED TEXTS:**


**RECOMMENDED TEXTS:**


**OTHER READINGS:**
All other readings will be on the Blackboard website for the course.

**TEACHING METHODS:**
The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth.

**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:

- 30% Paper
- 10% Class Attendance and Participation
- 20% Each Unit’s Journal Entries (Total 60%)

*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. 94-100 is assigned to those students who have consistently attended and have been regular and active participants, missing no more than 1 class. 90-93 is for students who have missed 2 or more classes, but who regularly participate. 85-89 is for students who have either missed 2 or more classes, and do not participate often. 80-84 is for students who have missed more than 2 classes and rarely participate. Under 80 means that the student has irregular attendance, and has demonstrated through class discussions that s/he has not done the readings or actively disengages with class activities.

**Grading System**

All grades are converted to the following scale:

- 94 and above       H
- 80-93              P
- 70-79              L
- 69 and below       F
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.

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:

August 31  Class 1 - Introductions

September 14  Class 2 – Psychodynamic: Intro

September 21  Class 3 – Psychodynamic: Techniques

September 28  Class 4 – Psychodynamic: Application

October 5  Class 5 – Psychodynamic/IPT with children and adolescents

October 12  Class 6 – CBT: Review/Techniques

*Journal on Psychodynamic Therapy Due*

October 19  Class 7 – CBT: Application/Narrative differences

October 26  Class 8 – CBT: Application with children and adolescents

November 2  Class 9 – SFT: Introduction

*Journal on CBT Due*

November 9  Class 10 – SFT: Techniques and application

November 16  Class 11 – SFT: Application with children and adolescents

November 23  Class 12 – Comparison of all three models

*Journal on SFT Due*

November 30  Class 13 – Crisis Intervention

December 7  Class 14 – 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:


Ursano et al. (2004). Chapters 2-4

Class 3: Psychodynamic Techniques

- Skill-Building Exercise in Client Selection, Formulating a Focal Issue
- Psychodynamic techniques: Confrontation, Clarification, Interpretation
- Evidence base for psychodynamic models

Readings:

Ursano et al. (2004). Chapters 8-9

Read one of the following empirical research articles:


Class 4: Psychodynamic and its application

- Additional techniques, such as resistance
- Application of model to low-income and other non-majority clients
- Writing goals
- Cultural differences and psychodynamic therapy

Readings:


Class 5: Psychodynamic and its application with Children and Adolescents

- Discussion of how to modify techniques and theory with children
- Differences in use of self
- Sand tray – example of technique

Readings:


Class 6: Introduction to CBT

*JOURNAL ON PSYCHODYNAMIC THERAPY DUE*

- Overview of Cognitive-Behavioral Models of Social Intervention,
- Basic tenets of the model, assumptions and goals
- Beck video of CBT

Readings:


Class 7: CBT/Narrative Differences and components

- Cognitive-Behavioral Models – case formulations and techniques
- Videotape: Donald Michenbaum “Narrative CBT”
- Client diversity and impact on interventions
Readings:


Class 8: CBT/Narrative Approach with Children and Adolescents

- Application of CBT to children and adolescents
- Modification of language, terms and strategies

Readings:


Class 9: Intro to SFT

- Solution-Focused Models of Social Intervention
- Tenets of Model
- Miracle Question

Readings:


Class 10:  SFT Techniques and Application

- Ethnic Differences
- Skill-Building Exercise in Defining Goals
- Videotape: Insoo Kim Berg & Norman Rouse on goal setting with substance abusers
- Techniques
- Skill-Building Exercise in Finding Exceptions to the Problem, Scaling, Constructing Hypothetical Solutions (“The Miracle Question”), and Constructing Homework Assignments.

Readings:


Class 11:  SFT: Application to children and adolescents

- Modification techniques to children and adolescents
- Inclusion of family in work with children and adolescents
- Video – “I’d hear laughter”

Readings:


Class 12: **Application of case to all 3 Models**

- Role plays of cases using all three models
- Critically examine the strengths and limitations of each model
- Create goals and objectives within each case
- How do you decide when to integrate or blend models?
- How to choose among the models? Process of EBP.

**Readings:**


Class 13: **Crisis Intervention**  

**JOURNAL ON SFT THERAPY DUE**

- Crisis Intervention
- Psychological First Aid
- Suicide Prevention

**Readings:**


Class 14: Course Wrap-up

- Termination – How to know when to terminate?
- Dilemmas faced in brief treatment
- Course wrap-up
- Remaining questions

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 the three evidence-based process components:
   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

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<th>Grading Criteria</th>
<th>Pts. Possible</th>
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<tr>
<td>The case example well written</td>
<td>5</td>
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<td>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)</td>
<td>30</td>
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<tr>
<td>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)</td>
<td>15</td>
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<tr>
<td>The student advocated for the use of one model clearly, using the three areas of EBP criteria for the basis of their position as listed in #4 of paper description (10 pts for each section = Total of 30 points)</td>
<td>30</td>
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<tr>
<td>Appropriate number of references are used, in APA format and well utilized in the paper</td>
<td>10</td>
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<td>The document reflects an understanding of various dimensions of diversity as they may apply to the assessment, goals, intervention and evaluation.</td>
<td>5</td>
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<tr>
<td>The document is well written, uses nonjudgmental language and has no errors</td>
<td>5</td>
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<td>Total Points</td>
<td>100</td>
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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 4-5 page reaction paper in which you reflect on the unit covered both through class lecture, discussion, reading, and/or class activity. The goal is for me to hear from you how you understand the model, what you see as its strengths/limitations, and how you feel it fits for you and WHY. What do you like about it? What don’t you like about it? Could you imagine using it? In what circumstances?

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

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<th>Grading Criteria</th>
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<tr>
<td>The journal clearly summarizes the model and its basic tenets</td>
<td>5</td>
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<td>The strengths and limitations of the model have been discussed</td>
<td>3</td>
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<td>The student has discussed how the model fits for him/her and why. Could you</td>
<td>5</td>
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<tr>
<td>imagine using this model? When, where, why and with whom?</td>
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<tr>
<td>Journal is well written and clearly organized</td>
<td>2</td>
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<tr>
<td>Total Points</td>
<td>15</td>
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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?