THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

Fall Semester, 2012

COURSE NUMBER: SOWO 853
COURSE TITLE: Brief Treatment
TIMES: Mondays 2-4:50, Fall Semester
INSTRUCTOR: Michael Lambert, MSS, MA, PhD, Licensed Psychologist w/ HSP cert
OFFICE: 402-K TTK; 919-962-6436; mclamber@email.unc.edu
OFFICE HOURS: Monday 5-6 PM, Tuesday 12-1 pm and by appointment
COURSE WEBSITE: is available through https://sakai.unc.edu/portal

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 of the social worker.
**Required Course Texts:**


**Other Readings:**
All other readings will be on the Sakai site for the course.

**Teaching Methods:**
This course utilizes lecture, discussion, role playing, experiential exercises and video clips. It is expected that each student will be actively involved in this course; thus, participation in discussion, exercises and role-playing is mandatory.

**Class Assignments:**
Several methods will be used to promote and assess student learning. These methods include written assignments, as well as, in-class exercises and participation. Detailed descriptions of each assignment are included at the end of the syllabus.

Assignments include:
1. Three Theory Summary Grid assignments will be turned in near the end of each unit throughout the semester. *(See Appendix A for Assignment Details)*
2. One Final Paper is assigned. *(See Appendix B for Assignment Details)*
3. The course will be conducted as a seminar with an emphasis on skill-building for social work practice. Accordingly, 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 a class, you should contact the instructor in advance and arrangements should be made to get class notes from another student. Active participation is important, but equally important is the thoughtfulness of comments and questions.

**Weighting of Course Assignments:**
- Final Paper: 30%
- Each Unit’s Theory Summary: 20% (Total 60%)
- Class Attendance and Participation: 10%

**Grading System:**
- H = 94 and above
- P = 80 to 93
L = 70 to 79
F = 69 and below

**CLASS PARTICIPATION:**
Class participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. Excellent participation observes the fact that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, arrive late, leave early, disappear for long periods on break or are unprepared. Please turn off cell phones during class.

This course is structured as a seminar; all class members are expected to share responsibility for participating in discussions and for presenting materials needed by the class. Some classroom time will be spent working in small task groups, experiential activities and role plays; therefore, **class attendance is crucial.** The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments.

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**
All papers and assignments are to be submitted electronically to the Drop Box in our Sakai site and are due at the beginning of class on the dates noted on the Schedule, unless a change in date has been announced by the instructor in class. **Five points (based on a 100 point scale) will be deducted for each day that a paper is late.** Please put only your PID # on the cover sheet for your paper. Do not put your name on the paper that you submit to Sakai. In class, please turn in a separate sheet with your name, PID# and honor code pledge.

If you encounter unavoidable obstacles to meeting the time frame, please discuss the circumstances with me 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:**
If you have disabilities that affect your participation in the course, please notify me if you wish to have special accommodations in instructional format, examination format, etc.
**USE of LAPTOPS or OTHER ELECTRONIC DEVICES**
I allow laptops and tablets in the classroom and I encourage you to bring either a laptop or tablet to view the PowerPoint slides and to use for class exercises when we need to access the DSM online. However, I will ask that you close such devices during class discussions and activities which do not require them. Cell phones should be turned off at all times during class.

**APA AND WRITTEN ASSIGNMENTS**
The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, Sixth Edition (2009) that is available at most bookstores.

Students are strongly encouraged to review the materials on the School of Social Work’s website [http://ssw.unc.edu/students/writing](http://ssw.unc.edu/students/writing). This page includes numerous helpful writing resources such as tutorials on understanding plagiarism, quick reference guide to APA, writing tips and ESL materials. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.
Course Outline

August 26- CLASS 1- Introductions, Course Expectations and Overview, Introduction to Brief Treatment
- Instructor and student introductions
- Review of course syllabus and assignments
- Review of foundational social work practice skills

September 2- LABOR DAY HOLIDAY- No class

September 9- CLASS 2- Conducting Brief Treatment & Time-Limited Therapies, Psychodynamic therapy introduction
- An introduction to and overview of brief treatment approaches and time-limited therapies
- Review and discussion of evidence based practice process
- Main tenets of and key assumptions underlying the psychodynamic treatment approach

Readings:

Optional Reading

September 16- CLASS 3- Psychodynamic Therapy: Introduction (cont.)
- How the psychodynamic treatment approach conceptualizes the main stages of therapy (i.e., beginning/assessment, middle and end/termination)
- The nature of the therapeutic relationship in the context of the psychodynamic approach

Readings:
Optional Reading

September 23- CLASS 4- Psychodynamic Therapy: Application & Techniques
• Key intervention strategies of the psychodynamic approach with adult clients
• Bridging theory-to-practice with adult clients

Readings:

Optional Reading:

September-30 CLASS 5- Psychodynamic Therapy: Children & Adolescents
• Key intervention strategies of the psychodynamic approach with child and adolescent clients
• Bridging theory-to-practice with child and adolescent clients

Readings:

Optional Reading:
October 7- CLASS 6- Cognitive Behavioral Therapy (CBT): Introduction

Psychodynamic Theory Summary Grid Assignment Due

- Main tenets of and key assumptions underlying the CBT approach
- How the CBT approach conceptualizes the main stages of therapy (i.e., beginning/assessment, middle and end/termination)
- The nature of the therapeutic relationship in the context of the CBT approach

Readings:

Optional Reading:

October 14- CLASS 7- Cognitive Behavioral Therapy: Application & Techniques

- Key intervention strategies of the CBT approach with adult clients
- Bridging theory-to-practice with adult clients

Readings:

Optional Reading:

**October 21- CLASS 8- Cognitive Behavioral Therapy: Children & Adolescents**

• Key intervention strategies of the CBT approach with child and adolescent clients
• Bridging theory-to-practice with child and adolescent clients

**Readings:**


**October 28- CLASS 9- Solution-Focused Therapy: Introduction**

*(Cognitive Behavioral Therapy Summary Grid Assignment Due)*

• Main tenets of and key assumptions underlying the SFT approach
• How the SFT approach conceptualizes the main stages of therapy (i.e., beginning/assessment, middle and end/termination)
• The nature of the therapeutic relationship in the context of the SFT approach

**Readings**


**November 4- CLASS 10- Solution-Focused Therapy: Application & Techniques**

• Key intervention strategies of the SFT approach with adult clients
• Bridging theory-to-practice with adult clients
Readings


Optional Reading


November 11- CLASS 11- Solution-Focused Therapy: Children & Adolescents

- Key intervention strategies of the SFT approach with child and adolescent clients
- Bridging theory-to-practice with child and adolescent clients

Readings


Optional Reading:


November 18- CLASS 12- Student’s Choice- Class topics and readings to be determined

(Solution-Focused Therapy Summary Grid Assignment Due)

November 25- CLASS 13- Crisis and Disaster Intervention

- Key treatment conceptualizations & intervention strategies in crisis and disaster interventions

Readings


Optional Reading:

December 2- CLASS 14- Synthesizing Course Content & Planning Professional Development

(Final Paper due)

• Comparing, contrasting & integrating psychodynamic, cognitive behavioral therapy & solution-focused therapy approaches
• Planning for professional development in brief treatment, time-limited therapies & as a clinical social worker

Readings
APPENDIX A

THEORY SUMMARY GRID AND GRADING CRITERIA

Objective: The purpose of this assignment is to enable you to: (1) synthesize course materials on each brief treatment approach; (2) demonstrate foundational expertise with each brief treatment approach; and (3) think critically about the applicability of each approach for your clinical practice, including your work with diverse and vulnerable client groups.

Description of Assignment: You may get a blank grid in the Assignments folder on the course website and complete the blank sections in the grid using bullets or outline form. The questions provided should be considered, but you are also welcome to include additional information that goes beyond the provided questions. Writing in the grid should be a summary and synthesis of the course material. That is, writing should be in your own words, rather than direct quotes. Though you are welcome to use bullet points and/or outlines to complete the grid, you should make certain that your ideas as written will be clear to a reader. In addition, you should include APA citations as appropriate in the grid, along with a reference list for the assignment.

Due Dates:
Psychodynamic grid due: October 8
Cognitive behavioral therapy grid due: October 29
Solution focused therapy grid due: November 19

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Pts. Possible</th>
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<tbody>
<tr>
<td>Main Elements (Please see the grid form for details)</td>
<td>30</td>
</tr>
<tr>
<td>Evidence-Base (Please see the grid form for details)</td>
<td>25</td>
</tr>
<tr>
<td>Strengths and Limitations (Please see the grid form for details)</td>
<td>20</td>
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<tr>
<td>Fit for You (Please see the grid form for details)</td>
<td>25</td>
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<tr>
<td>Total Points</td>
<td>100</td>
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SOWO 853
Brief Treatment: Treatment Approach Summary Grid

<table>
<thead>
<tr>
<th>Treatment Approach:</th>
<th>PID:</th>
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<table>
<thead>
<tr>
<th>Domain</th>
<th>Discussion</th>
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<tbody>
<tr>
<td><strong>Main Elements</strong></td>
<td></td>
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<tr>
<td>- What are the main tenets of the treatment approach? In other words, what are the key assumptions underlying the approach (i.e., postulations about change, human beings, life)?</td>
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<tr>
<td>- How does the treatment approach conceptualize the main stages of therapy: beginning/assessment, middle and end/termination?</td>
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<tr>
<td>- What is the nature of the therapeutic relationship in the context of the approach?</td>
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<tr>
<td>- What are the key intervention strategies of the approach?</td>
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| **Evidence-Base** | |
| - In your own words, provide a thoughtful summary of the evidence and research about the approach. | |
| - In light of the evidence and research, could the approach be considered generally efficacious? Why yes? Or why not? | |

<p>| <strong>Strengths and Limitations</strong> | |
| - In light of the course readings (including but not limited to research articles), for which clients and presenting problems might this approach work well? | |</p>
<table>
<thead>
<tr>
<th>Domain</th>
<th>Discussion</th>
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<tbody>
<tr>
<td><strong>Fit for You</strong></td>
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<tr>
<td>• How does the approach relate (or not relate) to your field practice experience and/or other professional experience?</td>
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<td>• How does the approach relate (or not relate) to your own life experience?</td>
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<td>• What are your opinions (i.e., personal feelings and thoughts) about the approach?</td>
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<td>• How does the approach fit (or not fit) with your own personal views of change, human beings and life?</td>
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<td>• Based on what you know about the approach so far, are you likely to use the approach in your clinical practice? Why yes? Why not?</td>
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**Note:** Remember to include APA citations as appropriate in the grid, along with a reference list for the assignment.
APPENDIX B

BRIEF THERAPY PAPER ASSIGNMENT
DUE DATE: DECEMBER 3 – LAST DAY OF CLASS

Objective: To solidify students’ knowledge of the three major treatment approaches by applying the concepts and learning from this course to a client’s case scenario.

Assignment Description:

1. Select a client’s case from your current field placement or from an earlier work or volunteer experience. **Please protect the client’s privacy and confidentiality!** (In advance of the assignment due date, we will have an in-class discussion about how students can ensure clients’ privacy and confidentiality while completing the assignment.) Give a brief description of the client’s information (1-2 pages) that includes a succinct description of the client’s life history, current life situation, and presenting problem and any other relevant information that you deem appropriate.

2. Apply *each* of the following approaches: Cognitive-Behavioral Therapy, Psychodynamic Therapy, and Solution-Focused Therapy; (approximately 2 pages on each approach). This application includes:
   a. A brief formulation of the client’s case using the approach (i.e., how would the approach conceptualize the client’s presenting problem and/or situation?); and
   b. Three treatment goals that would be appropriate for the client, using the language and perspective of the approach.

3. After you have described the three approaches, choose the one approach that you think is the best fit for this client’s case. First, provide a detailed rationale for why this approach is the best fit for this client’s case. This discussion should include the following three evidence-based process components:
   a. Outcomes studies relevant to the client, the client’s presenting problem and/or the client’s situation (i.e., from class readings and other sources);
   b. Your fit with that particular approach and what you would bring to your work with this client;
   c. Issues of client specificity, e.g., client’s demographic and/or personal characteristics; client’s social and ecological context; client’s motivation to change; any relevant treatment mandates; patterns from the past/life history/prior treatment; what interventions have worked (or not worked) for the client in the past.

4. Second, in applying your selected approach to this client’s case, discuss and detail the following therapeutic issues:
   a. How you are employing (or plan to employ) the approach’s key intervention strategies to the client’s presenting problem (feel free to refer to and elaborate on the treatment goals from #3 above);
   b. According to the approach, expound how the main stages of therapy (i.e., beginning/assessment, middle and end/termination) are unfolding (have unfolded or will unfold) in this client’s case;
   c. What is the nature of your therapeutic relationship with this particular client in the context of this approach?
5. Throughout the case presentation and analysis, demonstrate awareness of social work professional values, social work professional ethics, diversity and social justice, as well as consideration of the client’s ecological context.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
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<tbody>
<tr>
<td>The case example information is succinct yet appropriately detailed. Consistent with effective professional social work practice, all relevant biopsychosocial assessment information is presented. (See #1 of Assignment Description above)</td>
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<tr>
<td>Each treatment approach is applied accurately and effectively. There a clear case formulation using each model. (10 points for each approach = Total of 30 points; See #2 of Assignment Description above)</td>
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<tr>
<td>Treatment goals logically follow from each case formulation using the three different approaches. The goals for each approach fit the language of the approach and address the presenting problem. (5 points for each approach = Total of 15 points; See #2 of Assignment Description above)</td>
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<tr>
<td>There is a detailed and thoughtful rationale for why this approach is the best fit for this client’s case. (See #3 of Assignment Description above)</td>
<td>15</td>
</tr>
<tr>
<td>There is detailed and thoughtful analysis of the approach’s therapeutic issues in relation to the client’s case. (See #4 of Assignment Description above)</td>
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</tr>
<tr>
<td>Throughout the case presentation and analysis there is demonstrated awareness of professional values and ethics, diversity and social justice, and the client’s ecological context. (See #5 of Assignment Description above)</td>
<td>5</td>
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<tr>
<td>The document is well written and uses nonjudgmental language. References are used accurately, appropriately and provide support/evidence for the analysis. References are presented in APA format in both the text and reference list.</td>
<td>5</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>