

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF SOCIAL WORK
EXEMPLAR SYLLABUS**

Course Title: Seminar in Brief Treatment
Course Number: SOWK 603

Prerequisites: Completion of all required 500-level courses.

Semester/Year:

Class Time: TBA by Section

Class Location: TBA by Section

Instructor: TBA by Section Instructor

Office Location: TBA by Section Instructor

Office Hours: TBA by Section Instructor

Phone: TBA by Section Instructor

Email: TBA by Section Instructor

COURSE DESCRIPTION

Brief Treatment is designed to introduce students to core theoretical concepts, values, and competencies that characterize planned short-term psychotherapy. This course reinforces the liberal arts perspective by integrating content on the historical influences with treatment, cultural competence, and critical thinking. Course content focuses on the application of time-limited approaches to brief psychodynamic, crisis, cognitive-behavioral, Motivational Interviewing, and solution-focused treatments. Topics such as the process of rapid engagement, assessment, client selection, impact of practice setting, ethics, social and economic justice, and interventions with diverse and at-risk populations will be examined. A case conceptualization model for the selective integration of these diverse approaches provides an overarching framework for course content.

RELATIONSHIP TO OTHER COURSES:

This concentration-year practice course builds upon the fundamental knowledge, values, and skills acquired in SOWK 503 and SOWK 504, Social Work Practice with Individuals and Families, SOWK 505, Social Work with Groups, and SOWK 500 and 501, Human Behavior in the Social Environment.

LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES¹

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this

¹ The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may *add* additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.

course, each student shall demonstrate competency in:

2.1.6 Engage in research-informed practice and practice-informed research.

Advanced PB: Use practice experience with clients to inform the formulation of researchable questions to enable them to become more evidence-informed in selecting interventions, particularly with diverse and marginalized clients.

2.1.9 Respond to contexts that shape practice.

Advanced PB: Identify ways that they can maximize the strengths of the client context to design and promote effective interventions with clients.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10a Engagement

Advanced PB: Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that can both strengthen and potentially threaten a therapeutic alliance.

2.1.10b Assessment

Advanced PB: Select and modify social work interventions based on ongoing assessment with their clients.

2.1.10c Intervention

Advanced PB: Demonstrate the use of specific and appropriate techniques for a range of presenting problems they have identified in their psychosocial assessment of the client.

2.1.10d Evaluation

Advanced PB: Evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.

CRITERIA FOR GRADING

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

Letter Grade	Description	Grades and Values
A	Overall performance is Exceptional	A 4.00 96-100% A- 3.67 92-95%
B	Overall performance is Good	B+ 3.33 88-91% B 3.0 84-87% B- 2.67 80-83%
C	Overall performance is Acceptable . Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.	C+ 2.33 76-79% C 2.0 72-75% C- 1.67 68-71%
D	Overall performance is Poor - student must retake course.	D+ 1.33 64-67% D 1.0 60-63%
F	Overall performance is Unsatisfactory - student fails course. See Student Handbook.	F 0 Below 60%
I	At the discretion of the section Instructor a temporary grade of Incomplete may be assigned	

to a student who, for a reason beyond the student's control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.

READING ASSIGNMENTS

All reading assignments are listed in the "Course Schedule." It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

Required Texts:

Beck, J. S. (2005). *Cognitive therapy for challenging problems: What to do when the basics don't work*. New York, NY: Guilford Press.

Franklin, C., Trepper, T., Gingerich, W., & McCollum, E. (Eds.) (2011). *Solution-focused brief therapy: A handbook of evidence-based practice*. New York: Oxford University Press.

DESCRIPTION OF ASSIGNMENTS

All assignments must be submitted prior to/or on the date indicated on the course syllabus. All assignments have mandatory due dates. Students may request a one week extension under extenuating circumstances. After one week if the assignment is not received, zero points will be assigned. Assignments submitted after those dates may receive an appropriate reduction in grade.

The total number of points for all the assignments and class activities is 100 points. The points are distributed as follows:

- | | |
|---|-----------|
| 1. Class Participation | 20 points |
| 2. Midterm Exam | 20 points |
| 3. Clinical Research Paper on Treatment Focus | 30 points |
| 4. Final Paper | 30 points |

Assignment One: Class Participation

Class participation is an important requirement, for learning is highly dependent upon student involvement. Students are therefore expected to read all assignments prior to class, to participate actively in class discussions of case studies, readings, and other materials, and to engage in experiential learning activities. Each student will participate in several role-plays throughout the course, getting to choose to play a client, a therapist, or member of the therapeutic reflecting team. It is presumed that students must be present to participate. Students can miss two classes before absences will become an issue. I will consult with the student after two absences to clarify why the absences are happening, and if necessary, will subtract points from the students' participation grade.

Assignment Two: Midterm Exam

Students will take one in-class exam to cover basic, introductory course materials. This test takes approximately 60 minutes and will consist primarily of multiple-choice questions that are based upon required readings, and class lectures including those assigned for the day of the test.

Assignment Three: Clinical Research Paper on Treatment Focus

This **research** paper based on an actual case from your practice; students are encouraged to use the Evidence-Informed Practice (EIP) process discussed include additional literature, preferably evidence based, about short term work with their population. The paper is to be of 10-15 pages in length (including addendums, process recording, Global Assessment Scale, and reference pages) following APA publication guidelines. Paper is to be free of grammatical, organizational, and formatting errors. Type papers in 12-point font, left-aligned margins, running heads, etc. Please avoid fancy covers. Grammar and formatting will account for 10% of the final grade for this paper. Please include the following in your papers:

- a. **Case Summary.** Begin your paper with a three- to five-sentence case description of a current client and the initial reason for referral. (5%)
- b. **Selection Criteria.** Who have you defined as your client, e.g., individual, family, or group, for a time-limited intervention. What stage of change is your client (or clients) in? What is the impact of your setting on your selection criteria? What is your rationale for the theoretical approach(es) that you chose to use with this client? (5%)
- c. **Treatment focus.** What is the central focus of your work with the client(s)? **This is an important skill to develop.** State the treatment goal in a single sentence that your client could also validate. What approach did you use to identify the treatment goal? What is your rationale for this approach? Detail the steps that you took to arrive at the treatment goal and its precise, measurable treatment objectives. How and why did you set limits and l, e.g., who was involved, what assessment information did you gather, what ecological factors were considered, how did you limit your work, what obstacles/feedback did you encounter, what adjustments did you and/or your client make during treatment, and how did you contract with the client(s)? (20%)
- d. **Interventions.** Use professional literature from the class and as well as additional research to support your practice. Explain how the proposed strategies of intervention are clearly linked to the defined goals and objectives, which are different concepts. What formal and informal methods will you use to monitor progress from session to session and to assess goal attainment at termination, e.g., formal assessment instruments, clients' self-anchored scales, etc? (45%)
- e. **Goal Attainment Guide.** Incorporate the ORS/SRS from class material in your work with your client and discuss how these feedback tools impacted your work with your client. (15%)

Alternate Clinical Research Paper. If you are not currently working with a client, please select a past case involving a complex clinical issue that was or would have been treated on a long-term basis, e.g., personality disorder, substance abuse, trauma, etc. Please use the above-listed questions to re-evaluate this case from a time-limited perspective.

Assignment Four: Final Paper

Share a current or past client you currently serve, highlighting their strengths and presenting problems. Characterize your treatment with them, emphasizing the common factors that you believe have been integral to the therapeutic process. Compare what a brief or long-term treatment would look like for your client. Finally, explain how you would measure progress with this client in both brief and long-term treatment contexts. This paper should be approximately 10 to 15 pages long, and in proper APA format.

COURSE SCHEDULE

Week 1	Date of class _____ by section
Topics	Introductions & Course Overview
Required Readings:	Duncan, et al. (2007, Nov/Dec). How being bad can make you good. <i>Psychotherapy Networker</i> , 36-45. Miller, S.D. (2004). Losing faith: Arguing for a new way to think about therapy. <i>Psychotherapy in Australia</i> , 10(2), 44-51.

Week 2	Date of class _____ by section
Topics	Theoretical and Socioeconomic Underpinnings of Time-Limited Treatments
Required Readings:	Dulmus, C. N. & Wodarski, J. (2002). Six critical questions for brief therapeutic interventions. <i>Brief Treatment and Crisis Intervention</i> , 2 (4), 279-285. Dziegielewski, S. F. (2008). Brief and intermittent approaches to practice: The state of practice. <i>Brief Treatment and Crisis Intervention</i> , 8(2), 147-163. (Full text electronic journal). Nieuwsma, J. A., Trivedi, R. B., McDuffie, J., Kronish, I., Benjamin, D., & Williams, J. W. (2012). Brief psychotherapy for depression: a systematic review and meta-analysis. <i>The International Journal of Psychiatry in Medicine</i> , 43(2), 129-151.

Week 3	Date of class _____ by section
Topics	Client Common Factors Therapeutic Relationship Introduction to EBP
Required Readings:	Gambrill, E. (2001). Social work: An authority-based profession. <i>Research on Social Work Practice</i> , 11 (2), 166-175. Garland, A. F., Hawley, K. M., Brookman-Frazee, L., & Hurlburt, M. S. (2008). Identifying common elements of evidence-based psychosocial treatments for children's disruptive behavior problems. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 47(5), 505-514. Tschacher, W., Junghan, U. M., & Pfammatter, M. (2014). Towards a taxonomy of common factors in psychotherapy—results of an expert survey. <i>Clinical psychology & psychotherapy</i> , 21(1), 82-96.

Week 4	Date of class _____ by section
Topics	Treatment Modalities, Part 1: Brief Psychodynamic Psychotherapy
Required Readings:	Leichsenring, F., Rabung, S., & Leibing, E. (2004). The Efficacy of Short-term Psychodynamic Psychotherapy in Specific Psychiatric Disorders: A Meta-analysis. <i>Archives of general psychiatry</i> , 61(12), 1208-1216. Messer, S. B. (2001). What makes brief Psychodynamic therapy time-efficient. <i>Clinical Psychology: Science and Practice</i> , 8 (1), 5-23.

Week 5	Date of class _____ by section
Topics	Treatment Modalities, Part 2: CBT & SFBT
Required Readings:	Beck, J.S. (2005). <i>Cognitive therapy for challenging Problems</i> . Chapters 1-5 Franklin, C. et al. (2011). <i>Solution-focused Brief Therapy</i> , Chapters 1-2, 6-9

Week 6	Date of class _____ by section
Topics	Treatment Modalities, Part 3: Motivational Interviewing & DBT
Required Readings:	McCay, E., Carter, C., Aiello, A., Quesnel, S., Langley, J., Hwang, S., & MacLaurin, B. (2015). Dialectical Behavior Therapy as a catalyst for change in street-involved youth: A mixed methods study. <i>Children and Youth Services Review</i> , 58, 187-199. Miller, W. R., & Moyers, T. B. (2007). Eight stages in learning motivational interviewing. <i>Journal of Teaching in the Addictions</i> , 5(1), 3-17. Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2011). Stages of change. <i>Journal of clinical psychology</i> , 67(2), 143-154. O'Connell, B., & Dowling, M. (2014). Dialectical behaviour therapy (DBT) in the treatment of borderline personality disorder. <i>Journal of psychiatric and mental health nursing</i> , 21(6), 518-525.

Week 7	Date of class _____ by section
Topics	The first few sessions: Establishing Rapport, Defining the Problem, and Building on Client Strengths
Required Readings:	Beck, Chapters 6-8 Franklin, Chapters 4-5, 11-13, 19-20
Assignments Due:	Review for Midterm Exam

Week 8	Date of class _____ by section
Topics	Case Conceptualization and Treatment Planning Designing and Delivering Interventions Role Play, Part 1 & 2
Assignments Due:	In-Class Midterm Exam

Week 9	Date of class _____ by section
Topics	Delivering Brief Treatment in Diverse Settings, Dealing with Client No-Shows and Premature Treatment Termination Role Play, Part 3
Required Readings:	<p>Harnett, P.H. & Dawe, S. (2008). Reducing child abuse potential in families identified by social services: Implications for assessment and treatment. <i>Brief Treatment and Crisis Intervention, 8</i>(2), 226-235.</p> <p>Swift, J.K., Greenberg, R.P., Whipple, J.L., & Kominiak, N. (2012). Practicerecommendations for reducing premature termination in therapy. <i>Professional Psychology: Research and Practice, 43</i>(4), 379-387.</p> <p>Wozenilek, A. C., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2012). When clients no-show: An empirical analogue study of psychologists' response strategies. <i>Journal of Contemporary Psychotherapy, 42</i>(2), 87-92.</p>

Week 10	Date of class _____ by section
Topics	Termination, Relapse Prevention, and Outcome Measurement
Required Readings:	<p>Beck, J. S. (2005). Chapters 9-13.</p> <p>Meyer, T.D. & Hautzinger, M. (2012) Cognitive behaviour therapy and supportivetherapy for bipolar disorders: Relapse rates for treatment period and 2-year follow-up. <i>Psychological Medicine, 42</i>(7), 1429-1439.</p> <p>Whipple, J.L., Lambert, M.J., Vermeersch, D.A., Smart, D.W., Nielson, S.L., & Hawkins, E.J. (2003). Improving the effects of psychotherapy: The use of early identification of treatment and problem-solving strategies in routine practice. <i>Journal of Counseling Psychology, 50</i> (1), 59-68.</p>

Week 11	Date of class _____ by section
Topics	Crisis Intervention and Brief Treatment in Diverse Settings Role Play, Part 4
Required Readings:	Canda, M., Heath, M. A., Money, K., Annandale, N., Fischer, L., & Young, E. L. (2007). Crisis intervention for students of diverse background: School counselors' concerns. <i>Brief Treatment and Crisis Intervention, 7</i> (1), 12-24.

	(Full text electronic journal). Murphy S, Irving CB, Adams CE, & Driver R. (2012). Crisis intervention for people with severe mental illnesses. <i>Cochrane Database of Systematic Reviews</i> , Issue 5. Art. No.: CD001087.
Assignment Due:	Clinical Research Paper on Treatment Focus

Week 12	Date of class _____ by section
Topics	Special Topics: Single-session Therapy and More on Brief Therapy in Diverse settings Role Play, Part 5
Required Readings:	Gibbons, J. & Plath, D. (2008). "Everybody puts a lot into it!" Single session contacts in hospital social work. <i>Social Work in Health Care</i> , 42(1), 17-34. Stalker, C.A., Horton, S., & Cait, C.A. (2012). Single-session therapy in a walk-in counseling clinic: A pilot study. <i>Journal of Systemic Therapies</i> , 31(1), 38-52.

Week 13	Date of class _____ by section
Topics	Special Topics: Considering Clients' Spiritual and Religious Beliefs in Brief Treatment Planning Role Play, Part 6
Required Readings:	Belaire, C. & Young, J.S. (2002). Conservative Christian's expectations of non-Christian counselors. <i>Counseling and Values</i> , 46(3), 175-187. Hodge, D. R. (2011). Alcohol treatment and cognitive-behavioral therapy: Enhancing effectiveness by incorporating spirituality and religion. <i>Social Work</i> , 56(1), 21-31. Tanyi, R. A. (2006). Spirituality and family nursing: Spiritual Assessment and interventions for families. <i>Journal of Advanced Nursing</i> , 53(3), 287-294.

Week 14	Date of class _____ by section
Topics	Becoming a Clinical Social Worker Role Play, Final Part
Required Readings:	Barth, R. P., Lee, B. R., Lindsey, M. A., Collins, K. S., Strieder, F., Chorpita, B. F., & Sparks, J. A. (2012). Evidence-Based Practice at a Crossroads: The Timely Emergence of Common Elements and Common Factors. <i>Research on Social Work Practice</i> , 22(1), 108-119.
Assignment Due:	Final Paper