Course Description
This course covers current and widely practiced brief treatment models in work with individuals and families confronting problems over the life course, from childhood to old age. The course builds on and further develops brief treatment content covered briefly in the advanced year required clinical practice courses. The intensive format of a five, full day course schedule rather than the usual 15 week or 8 week schedule allows for a clear focus on specific modules each class day. To gain the most from this course, the intensive structure requires more demanding participation including full attendance and punctuality.

Place of Course in the Curriculum
Brief Treatment is an elective course offered in the clinical practice concentration, but open to students in other concentrations who have completed the foundation year or are in their advanced year of study. As an elective course, it builds on, expands and deepens the competencies students have gained in their foundation generalist practice course or their overview of brief treatment presented in the required clinical practice courses. This course covers current, widely practiced brief treatment models in work with individuals, families and groups. As a summer session course, it is taught over a five week period rather than the usual 15 week semester. This format facilitates a clear focus on selected topics, which student course evaluations have demonstrated to be a helpful didactic format.

Relationship of the Course to Human Rights and Social Justice
This course promotes clinician sensitivity and commitment to, as well as competency in, addressing social, economic, and other injustices confronting clients. Brief treatment is framed as a course which fits the need of many clients, particularly immigrants, for a focused, time sensitive approach aimed at addressing various life issues, including human rights and social injustice.

Learning Outcomes
Upon completion of this course, students will demonstrate:
1. Understanding of the history of the brief treatment movement.
2. An ability to critically analyze the empirical support that exists for various brief treatment models
3. Understanding of the commonalities and differences of selected widely practiced models of brief treatment.
4. Understanding of the implications of managed health care on the practice of brief treatment within the social work profession.
5. An ability to identify the populations and problems for which brief treatment is most appropriate.
6. An appreciation of the utility of brief treatment
7. An ability to apply brief treatment approaches guided by a human rights, social justice and well-being perspective
8. An ability to evaluate brief treatment practice relevant for client populations, interventions, and outcomes, that protects the rights of all stakeholders
9. An ability to identify and utilize the strengths and resources clients possess
10. An ability to identify and resolve any ethical issues that arise in their practice
11. An ability to plan brief treatment and use specific brief treatment techniques.

**Texts**

**Required**

**Recommended**

**Teaching Methodology**
The course utilizes various pedagogical methods including interactive lecture, literature review, collaborative learning (e.g., small group assignments), use of standardized clients, case study, role play and videos.

**Course Requirements**
To successfully complete this course, students are expected to participate in 5 full day classes and 10 hours of guided instruction time.

Students are expected to prepare for the first day of class by completing all readings assigned for the first class. Students also are expected to obtain and familiarize themselves with the Brief Treatment topical bibliography related to practice with various populations and problems, included in this Master Course Outline.

**Assignment**
The purpose of the written assignments is to facilitate the integration of course material and to identify concepts needing further class discussion. Generally, two course assignments e.g. a midterm and final term paper, in addition to a Guided Instruction assignment, are minimal course requirements.
Classroom Participation and Guided Instruction.
Classroom participation involves punctual, regular attendance and active, constructive participation in class discussion and activities reflecting knowledge of the assigned readings. The grade of “Incomplete” will be granted only when the student has arranged with the instructor before the University grade deadline an alternate date for completing all course requirements. Late papers will be returned with grades lowered because of lateness.

Guided Instruction
This assignment should account for the additional 10 hours of course work required in all courses.

COURSE OUTLINE
Readings for class 1 should be completed prior to the first class.

<table>
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<tr>
<th>Class</th>
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<tr>
<td>Module 1. 6/5/ 2012. Course overview</td>
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Journal Due
Module 2. Solution focused therapy

Sharry, Madden, Darmody
Ch.1. Becoming a solution detective
Ch.2. Investigating solutions
Ch.3. Stage 1: Where are you at?
Ch.4. Stage 2: Where do you want to go?
Ch. 5 Stage 3: How far have you come?
ERes. Chazin, Kaplan, Terio (2000)
The strengths perspective in brief treatment with culturally diverse clients.

Module 3. Narrative therapy

Morgan
Part 1. What is narrative therapy?
Part 2. Thickening the alternative story
White and Epston
Res. Ch.2. Externalizing the problem
Ch. 3. A storied therapy
Nichols
Ch. 13. Narrative therapy

Guided Instruction Due
4. Dynamic psychotherapy

Fosha and Slowiaczek
ERes. Techniques to accelerate dynamic psychotherapy

5. Brief treatment of groups

Corwin
ERes. Garvin. Group treatment with adults

Master Bibliography

I. Brief Treatment Basics
This unit includes an introduction and orientation to the course, a historical perspective on the development of brief treatment, assumptions, values and empirical support underlying this treatment approach. Attention is also given to the commonalities of all brief treatment (time, tasks, goals) and to consideration of initiating this approach.

A. Basic concepts
Readings
Budman and Gurman.
Ch.1. The Practice of brief therapy: An introduction
Ch. 3. Common Foci in brief therapy and some basic assumptions
Walter, J. and Peller, J.
Ch. 1. Becoming solution focused.
Ch. 2. Assumptions of a solution focused approach.
Ch. 3. A positive start
Ch. 4. Well defined goals
Wells, R.A. and Giannetti, V.J.
Ch. 1. The brief psychotherapies
Ch. 6. On time in brief therapy
Ch. 7. Tasks in brief therapy

B. Initiating Brief Treatment
This unit focuses on beginning brief treatment, commonly addressed issues in brief treatment and dealing with resistance to change, and the use of language and meaning

Readings
Budman & Gurman
Ch. 2. Initiating brief therapy.
Ch.4. Losses
Ch.5. Developmental dysynchrony
Ch. 9. Treating personality disorders
Walter, J. and Peller, J.
Ch. 3. A positive start.
Ch. 4. Well defined goals.

II. Brief Treatment Models
This unit focuses on three currently practiced brief treatment practiced models, namely solution focused therapy, narrative therapy and dynamic psychotherapy.

Readings
Fosha and Slowiaczek ERes. Techniques to accelerate dynamic psychotherapy
Fosha ERes. The transforming power of affect. Chs. 2 and 4
Walter, J. and Peller, J.
Ch.5. Pathways of constructing solutions.
Ch.6. The hypothetical solution frame.
Ch.7. The exceptions frame.
Ch.9. What do we do.

III. Brief Treatment with Individuals
This unit addresses work with individuals representing various populations. Topics to be considered include deciding on an individual modality, selecting the appropriate brief treatment model and responding to the needs of specific at-risk populations.

Readings
Children and Adolescents


Gay/Lesbian

16.(2).

**HIV/AIDS**

**Immigrants**

**Older Adults**

**Substance abuse**


**Suicide**


**Trauma**


**Women**


Women and Therapy:: A Feminist Quarterly. 20, 1-22.


**IV. Brief Treatment of Couples and Families**

This unit focuses on brief treatment approaches in marital and family treatment. It includes assessment considerations, means of initiating marital and family therapy, and brief treatment of various marital and family problems.

**Readings**


Budman and Gurman.

Ch.6. Marital and family conflicts: Early treatment issues and assessment

Ch. 7. The brief therapy of marital and family conflicts

V. Brief Treatment of Groups

This unit considers the brief treatment of groups. Key elements of brief treatment of groups to be examined include the stages of brief treatment of groups, proactive and reactive interventions with groups, and specific techniques in the treatment of groups.

Readings

Budman & Gurman.
Ch.10 Time-Limited Group Psychotherapy


Wells, R.A. and Giannetti, V.J.
Ch.21. Short term group therapy
Ch.22. Social skill training in short term groups
Ch.24. Brief crisis therapy groups
VI. Brief Treatment Issues and Research
This final unit focuses on selected issues associated with the brief treatment approach. These include the issues of limited time, problems in eliciting positive feedback, enlisting cooperation, around the micropolitics of practice, and issues related to the evaluation of practice.

Readings
Ch.8. Positive feedback
Ch.11. The interactional matrix
Ch.13. Cooperating
APPENDIX C: PLAGARISM

University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:

A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
- Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
- Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
- Obtaining and/or using an examination, test or quiz prior to its administration.
- Having another person act as proxy and take an examination, test or quiz.
C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:

- Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.

- The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test or quiz.

- The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.

- Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.
APPENDIX D: STUDENTS WITH DISABILITIES

Office of Disability Services
The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is:
http://www.fordham.edu/campus_resources/student_services/disability_services/

You can also contact the Office of Disability at 718-817-0655.
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