

D O A N E  C O L L E G E

MASTER OF ARTS IN COUNSELING

COURSE SYLLABUS

Title of Course: **Brief Counseling (3 credits)**

Course No. **COU 605**

*Revised Spring 2011*

Quarter: Autumn 2011

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**I. Catalog Description and Credit Hours of Course:**

An examination of the theory, orientation, professional application and clinical skills related to Brief/Solution Focused Counseling. Specific applications related to Employee Assistance Programs, Organizational Development, Coaching and Critical Incident Stress Management will be explored.

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor. COU 601 & 602

**III. Course Integrated in to the Program Requirements**

Mental Health Focus	Addictions Focus	School Focus
Elective	Elective	Elective

**IV. Course as Relates to External Requirements**

CACREP Requirements (2009)	Nebraska Licensure Addictions	NDEA Rule 20

**V. Course as Relates to External Standards**

<b>CACREP Standards (2009)</b>
<b>Nebraska Licensure Addictions</b>
<b>NDEA Rule 20</b>

**VI. Purposes or Objectives of the Course:**

Today’s clinician must cope with the fact that the counseling process often takes place in a brief context due to factors such as insurance limitations and geography or simply the fact that clients expect the work of counseling to happen quickly. Also, many clinicians find themselves being asked to respond to organizational and community issues that don’t lend themselves well to the traditional long term techniques and orientations. This course will further develop a student’s ability to navigate those factors and will enhance employability.

Objectives of the course are:

- A. Increase understanding of the key components of brief/solution focused counseling.
- B. Learn brief/solution focused counseling techniques and skills.
- C. Explore when brief/solution focused counseling is appropriate and when it is not.
- D. Examine the role of a clinician in an employee assistance program.
- E. Examine the role of a clinician in organizational development work.
- F. Examine how mental health counseling and coaching are aligned.

- G. Discuss critical incident stress management and brief/solution focused counseling.
- H. Review professional self care.
- I. Develop a professional business plan and integrate it with the professional portfolio.

**VII. Methods of Instruction:**

This will be an interactive course which includes **an elevated level of classroom participation** utilizing instruction, guest speakers, videos, quizzes, case studies, student presentations and article review. This is a graduate level course that uses collaborative activities as one of its learning methods. Anything other than your best effort will negatively impact not only you, but your classmates as well. Since this is a graduate level course you will be required to read all of the assigned material and know it well enough to simulated situations in the class environment as well as to situations that you can be sure will arise in your professional life. To aid students in becoming familiar with such application, the following will be required for a final grade in this course:

**VIII. Basis for Student Evaluation:**

- A. Each student will attend all classes and actively participate in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the **instructor or other students**. Total points possible: 25
- B. Students will practice brief/solution focused techniques each class with a role play partner. This will culminate in a graded demonstration the final class session. This demonstration will be conducted like a counseling session in that only the role play partners and instructor will be present. Total points possible: 50
- C. Students will conduct a community interview of an organization decision maker. The purpose of this interview will be to investigate the various mental health and critical incident issues that an organization deals with and how a clinician trained in brief/solution focused counseling might help. A 3 to 5 page paper will be written following this interview. Total points possible: 50
- D. Students will complete a take home essay final exam that will cover the text and classroom events and discussions. Total points possible: 50.
- E. Each class session will contain a quiz. These may be written, demonstration form or online. Total points possible: 25
- F. There are a total of 200 points possible in this course. The following table represents the equivalency between points earned and grade awarded:

Grade Earned	Percentage Breakdown	Points Earned
A+	98-100%	196-200
A	95-97%	190-195
A-	92-94%	184-189
B+	89-91%	178-183
B	86-88%	172-177
B-	83-85%	166-171

C+	80-82%	160-165
C	77-79%	154-159
C-	74-76%	148-153

**Note:** This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor.

**IX. Course Content or Outline: Class Hours**

- A. Brief Counseling Overview
  - 1. When it's appropriate
  - 2. How it can be used with other techniques
  - 3. It's relevance to today's issues
  
- B. Areas of Use
  - 1. Employee Assistance Programs
  - 2. Organizational Development
  - 3. Coaching
  - 4. Critical Incident Stress Management
  
- C. Skill Building
  - 1. Role Play and Practice
  - 2. Class Debrief
  - 3. Instructor Feedback
  - 4. Repeat
  
- D. Guest Speakers
  - 1. Practicing clinicians
  - 2. Organizational decision makers
  - 3. Others
  
- E. Professional Self Care and Portfolio Work
- F. Requirements
  - 1. Participation
  - 2. Skill Demonstration
  - 3. Community Interview and Paper
  - 4. Quizzes
  - 5. Take Home Final

(Please note that this is an outline of items covered in the course but it is not chronological. Detailed information about each class session will be provided during the course itself)

**X. Textbook(s):**

Lewis, Gerald. (Latest edition). *Critical Incident Stress and Trauma in the Workplace: Recognition...Response...Recovery.*

Milner, Judith . (Latest edition). *Brief Counseling Narratives and Solutions.*

**XI. Expectations of Students:**

- A. The student is expected to actively participate in class.
- B. The student is expected to complete the required readings and assignments.
- C. The student is expected to demonstrate satisfactory performance on examinations.
- D. The student is expected to respond to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of technological strategies to enhance learning
- F. The student is expected to treat all client and organizational information (even hypothetical) with dignity and respect.

**XII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Doane College. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the College. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard.

Refer to: <http://www6.Doane.edu/judaffairs/code.html>

*Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the Doane College Policy for Academic Honesty.*

**XIII. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Dean, Master of Arts in Counseling. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.doane.edu/cs/services/disability.htm>

#### **XIV. Civility, Respect and Classroom Etiquette:**

Doane College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XV. Professional Performance Evaluation:**

Professional Performance, as assessed within Master of Arts in Counseling program is guided by the characteristics identified in the Graduate Catalog and described in the rubrics published in the Student Handbook. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the nine foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

#### **XVI. Professional Identity and Theoretical Orientation:**

An online portfolio is maintained in the student's personal file on the Program website. See <http://www4.Doane.edu/counsel/Program/know-base.htm> [link to be built]