ASHLAND THEOLOGICAL SEMINARY
CLC 7790—Brief Therapy in an Era of Managed Care
ASHLAND THEOLOGICAL SEMINARY
Fall Semester, 2015
Fridays, 6:00-9:45 PM; Saturdays, 8:30 AM-2:35 PM
Michael K. Coffman MA, LPCC-S
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(330) 242-9536 (W/C), (419) 928-1046 (H)

Course Description

This course will focus on the current managed care climate, strategies for navigating this environment successfully, possible future trends, and brief therapy as the preferred treatment modality within managed care.

Student Learning Outcomes

The student will be expected to engage in critical thinking and learn to:

- Become acquainted with the trends in managed care and what organizations are doing to navigate the changes to sustain themselves.
- Differentiate between brief and long-term therapies with their general perspective and underlying paradigms.
- Identify major components of brief therapy.
- Apply and practice and experience learned techniques outlined in both the required book and in class.
- Experience shifting paradigms and the use of language with its implicit meanings and to critically reflect how this impacts the client.
- Demonstrate an understanding of Constructivism and how it compares with one’s own worldview and its implications for treatment.

Knowledge Base

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01(A)(5)(d), Methods of intervention and prevention of mental and emotional disorders.

Teaching Strategies for Student Learning

This class will include a combination of lecture, class discussion, small group activities that include role-playing, video-clips and group interaction.

Required Textbook

Recommended Textbooks


Course Requirements

A. Attendance
According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor.

B. Assignments/Assessment of Student Learning
Note: Students must place their student mailbox number on the cover page on all papers. Students without a mailbox - provide the professor with a self-addressed stamped envelope.

1. Attendance, Active Participation and Evidence of Reading (10%).
   A. This class is skewed toward in-class skill building. Therefore, attendance and positive participation in class sessions and discussions is expected. Missed classes will interfere with learning requisite skills and is discouraged. Missed classes will affect the final grade of the course.
   B. It is the student's responsibility to acquire missed lecture materials.

2. Skill Acquisition Assessments (40%)
   A. As students practice skills in the classroom, they will be expected to give one another constructive feedback. There will be two parts: Verbal feedback, rating on a scale from 1-5 (1 lowest to 5 highest) on how well the skill was administered and brief written feedback that entails circling on a graph from 1-5, noting strengths of the student who performs as a clinician and from dialogue with the student, who performs as a client on what could be done to get to the next highest rating if performance is below a 5. This exercise is not intended to demonstrate complete mastery of the skills discussed as much as it is to be utilized for the purpose processing how the brief therapy model is experienced and how the model (given good feedback) may help the student apply the skills immediately in her or his practice.
3. **Examination (50%)**  
   A. There will be one take home examination that will be based upon the text, lecture and class discussion.  
   B. This exam will be a combination of Short Answer, True False and Multiple Choice.

**Calculation of Grade**  
- Attendance: 10%  
- Skill Acquisition: 40%  
- Exams: 50%

**Course Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
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</thead>
</table>
| 1      | Friday, October 9th | **Goaling: Isomorphic Introductions from the Brief Therapy Paradigm**  
- A Snapshot of the Criteria for Well-Defined Goals  
**Managed Care Trends and the Impact on Counseling** | In Class Practice  
Exercises  
Key Instructional  
Video/s  
Walter & Peller: xi-62 |
|        | Saturday, October 10th | **Introduction to Brief Therapy**  
- Assumptions, Beliefs and Paradigms and its Impact on Treatment  
- Traditional Therapy vs. Brief Therapy: Differing Attitudes and Mindsets  
**Precursors to Engagement**  
- Four Things Every Clinician Should Know to Create Significant Outcomes  
- Client Role Preparation & Hosting Activities | In Class Practice  
Exercises  
Key Instructional  
Videos  
Walter & Peller: xi-62 |
| 2      | Friday, October 16th | **Basic Counseling Skills Reviewed with a Strategic & Strength-Based Edge**  
- Listening with Intention, Meaning and Value: Skill Sets and Therapeutic Stances that Elicit Cooperation | In Class Practice  
Exercises  
Key Instructional  
Videos  
Walter & Peller: 106-159 |
|        | Saturday, October 17th | **Identifying Client Types**  
**Intentional Conversation**  
- Increasing Awareness of Language and Intentionally; Using it to Create Change | In Class Practice  
Exercises |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Key Instructional Videos</th>
<th>Take Home Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, October 23rd</td>
<td>Well-Defined Goals&lt;br&gt;Criteria for Well Defined Goals&lt;br&gt;&lt;br&gt;<strong>Framing Conversation: Setting Limits on Problem-Talk</strong>&lt;br&gt;Exceptions Frame&lt;br&gt;Hypothetical Frame</td>
<td>Key Instructional Videos</td>
<td>Take Home Test Given</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Skill Sets to Enhance Solution Building and a Positive Outcomes</strong>&lt;br&gt;Cheerleading&lt;br&gt;Think Break&lt;br&gt;Compliments that Matter&lt;br&gt;Message that Paces the Client’s “MO” of Learning&lt;br&gt;Tasks</td>
<td>Walter &amp; Peller: 106-159</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Continuation of Additional Skill Sets to Enhance Solution Building and a Positive Outcome</strong>&lt;br&gt;Marital Couples and Families (Organizing around the Problem to Be Fixed)&lt;br&gt;Specific Step-by-Step Instructions on Getting Goals with Couples Using Feedback Loops and Relationship Questions</td>
<td>Walter &amp; Peller: 159-259</td>
<td></td>
</tr>
<tr>
<td>Saturday, October 24th</td>
<td><strong>Continuation of Additional Skill Sets to Enhance Solution Building and a Positive Outcome</strong>&lt;br&gt;Mandated Clients (Utilizing an External Locus of Control to Create Momentum)&lt;br&gt;&lt;br&gt;<strong>How to Prevent Relapse</strong>&lt;br&gt;Second Order Change&lt;br&gt;Check-in on How Well the Client is Maintaining the Goal&lt;br&gt;Normalizing and Predicting The Fallout of Change&lt;br&gt;Scaling questions&lt;br&gt;Tracking questions</td>
<td>Walter &amp; Peller: 159-259</td>
<td>Take Home Test Retrieved.</td>
</tr>
<tr>
<td></td>
<td><strong>Review of Goals and How Close Students Came to Their Stated Goals and Feedback</strong></td>
<td></td>
<td>Evaluations Given</td>
</tr>
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</table>
Other Course Instructions

The student is expected to procure a release of information if they chose to submit a videotape of a session using Solution-Focused techniques in class. They are expected to discuss proper ethical and legal guidelines with their supervisor.

Seminary Guidelines

ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

Writing Assistance

If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

Students with Disabilities

For students who have specific physical, psychiatric or learning disabilities and require accommodations, please let the professor know early in the quarter (preferably the first week) so that your learning needs can be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with Classroom Support Services, 105 Amstutz Hall, Ashland University, 419-289-5953. Please contact them with any questions you may have.

ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>B-</td>
<td>83-85</td>
<td>work completed.</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>satisfactory class contribution.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>satisfactory class contribution.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>satisfactory class contribution.</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>satisfactory class contribution.</td>
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</tbody>
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**Selected References**


