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**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING**  
**CPSY 558: Brief Systemic Therapies**  
**FALL 2008**

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Time & Day: Monday 9:30 am- 11:45am  
Place: 218 Rogers Hall  
Instructor: Andraé L. Brown, Ph.D.  
Office: 319 Rogers Hall  
Contact: ALBrown@lclark.edu; 503-768-6092

CATALOG DESCRIPTION

Survey of the history, theoretical assumptions, and techniques of several approaches to brief systemic therapy. Narrative, Strategic, Structural and Solution-focused family therapy models are covered in detail.

COURSE DESCRIPTION

This advanced class focuses on utilizing Brief Therapy approaches to work with families throughout the lifecycle. The course is designed to provide an in-depth review of the varied theoretical and methodological perspectives of brief therapy; assist students to conceptualize cases from brief therapy modalities, and implement brief therapy techniques and solutions. Finally, analysis of the current economic and political forces impinging on family therapy will locate brief therapy as an emerging modality.

COURSE PURPOSE & OBJECTIVES

- Understand principles of several theories and approaches to Brief Therapy.
- To become familiar with the application of Brief Therapy principles with a variety of treatment populations.
- To experience supervised practice in the use of Brief Therapy strategies and interventions.
- Evaluate brief therapy theories and approaches in terms of how they apply to your individual counseling style and develop strategies for personal implementation, as appropriate.
- Develop in-depth knowledge in a selected area of brief therapy research or application.
- Develop awareness and understanding of the impact of brief therapy approaches on diverse and marginalized populations/groups. Examine the relationship between brief therapy and multicultural counseling.
- To deepen the understanding of the concept of change. To develop more skill in being an agent of change in the therapeutic setting.

ASSIGNMENTS

This course has one overarching assignment that will consist of several integrated parts. The main assignment will be to complete the Brief Therapy Case Conceptualization. In order to complete the assignment, you will be required to articulate, assess, and analyze a clinical case using several brief therapy techniques.

- Each week students will present the case and receive feedback on components of the conceptualization (Approximately 45 minutes).
  - o An oral presentation (and supporting materials: outlines, power point handouts, assessment protocols, etc.) discussing three different brief therapy treatment approaches. Two of the approaches must be from the theories/techniques we have studied and one may be a different approach, however, describe it in enough detail for the case study to make sense.
  - o Video clips of counseling sessions demonstrating how the three approaches are used.
  - o Student will develop an active database of readings to support their understanding and application of brief therapies.

#### GRADING

A = 93-100    A- = 90-92    B+ = 88-89    B = 83-87    B- = 80-82  
C+ = 78-79    C = 73-77    C- = 70-72

#### METHODS OF INSTRUCTION

The course is taught in using multiple formats including lecture, case presentations, readings, and powerpoint. Much of the content is student driven. Multiple theories are simultaneously examined depending on the needs and focus of student presentations. Student will develop an active database of readings to support their understanding and application of brief therapies.

#### TEXTS AND MATERIALS

Brown, J. E. (1997). The question cube: A model for developing question repertoire in training couple and family therapists. *Journal of Marital and Family Therapy*, 23(1), 27-40.

de Castro, S. & Guterman, J.T. (2008). Solution-focused therapy for families coping with suicide. *Journal of Marital and Family Therapy*, 34, 93-106.

de Shazer, S. (1985). *Keys to solution in brief therapy*. New York: W. W. Norton.

Doerries, D. B., & Foster, V. A. (2005). Essential skills for novice structural family therapist: A Delphi study of experienced practitioners perspectives. *The Family Journal*, 13(3), 259-265.

Dulwich Centre Website Retrieved September 1, 2008 from  
<http://www.dulwichcentre.com.au/Aboutus.htm>

Fisch, R., Weakland, J. H., & Segal, L. (1982). *The tactics of change: Doing therapy*

- briefly*. San Francisco: Jossey-Bass.
- Gardner, B.C., Burr, B.K. , & Wiedower, S.E. (2006). Reconceptualizing strategic family therapy: Insights from a Dynamic Systems Perspective. *Contemporary Family Therapy*, 28, 339-352.
- Haley, J. (1991). *Problem-solving therapy* (2nd ed). San Francisco: Jossey-Bass.
- Kuehl, B. P. (1995). The solution-oriented genogram: A collaborative approach. *Journal of Marital and Family Therapy*, 21, 239-250.
- Liepman, M.R., Silvia, L.Y., & Nitenberg, T.D. (1998). The use of family behavior loop mapping for substance abuse. *Family Relations*, 38 (3), 282-287.
- McLendon, D., McLendon, T., & Petr, C.G. (2005). Family-directed structural therapy. *Journal of Marital and Family therapy*, 31, (4), 327-339.
- Minuchin, S. (1974). *Families and Family Therapy*. Harvard University Press.
- Minuchin, S. & Fishman, H. C. (2004). *Family Therapy Techniques*. Harvard University Press.
- Nardone, G. & Watzlawick, P. (2005). *Brief strategic therapy*. New York: Jason Aronson.
- Narrative Approaches Retrieved September 1, 2008 from <http://www.narrativeapproaches.com/welcome.html>
- Office of Juvenile Justice and Delinquency Prevention (2002). Brief strategic family Therapy. (Juvenile Justice Bulletin) Retrieved September 1, 2008 from <http://www.ncjrs.gov/pdffiles1/ojjdp/179285.pdf>
- Penn, P. (1982). Circular questioning. *Family Process*, 21, 267-280.
- Roth, S. & Epston, D. (1995). *Framework for a White/Epston type interview*. Retrieved September 1, 2008 from [http://www.narrativeapproaches.com/narrative%20papers%20folder/white\\_interview.htm](http://www.narrativeapproaches.com/narrative%20papers%20folder/white_interview.htm)
- Walter, J.L. & Peller, J.E. (1992). *Becoming solution focused in brief therapy*. New York: Brunner/Mazel.
- Weakland, J. H., Fisch, R., Watzlawick, P., Bodin, A. M. (1974). Brief therapy: Focused problem resolution. *Family Process*, 13, 2, 141-168.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

COURSE SCHEDULE

Week	Topic	Reading
Week 1 9/8/08	Orientation	
Week 2 9/15/08	Solution focused	Kuehl, B. P. (1995).
Week 3 9/22/08	Solution focused Solution focused worksheet	de Castro, S. & Guterman, J.T. (2008).
Week 4 9/29/08	Solution	Penn, P. (1982).. Walter, J.L. & Peller, J.E. (1992).
Week 5 10/6/08	Narrative	Roth, S. & Epston, D. (1995).
Week 6 10/13/08	Narrative	Narrative Approaches
Week 7 10/20/08	Narrative	Dulwich Centre Website
Week 8 10/27/08	Strategic	Brown, J. E. (1997)
Week 9 11/3/08	Strategic	Gardner, B.C., Burr, B.K. , & Wiedower, S.E. (2006
Week 10 11/10/08	Strategic	Nardone, G. & Watzlawick, P. (2005).
Week 11 11/17/08	Structural	Doerries, D. B., & Foster, V. A. (2005).
Week 12 11/24/08	Structural	OJJDP (2002)
Week 13 12/1/08	Structural	McLendon, D., McLendon, T., & Petr, C.G. (2005).
Week 14 12/8/08	Last day of class	

BRIEF THERAPY CASE CONCEPTUALIZATION

Use the following outline to complete the case conceptualization. Examine each assessment area thoroughly. Emphasis will be on Structural, Solution Focused, Narrative and Strategic theories.

Family/system members & background information (e.g., genogram, Structural diagram)

- Names: Use numbers or code words to protect confidentiality
- Background Information: ages, genders, ethnicities, races, grades/education, living situation, languages, citizenships, relationship status, appearance, and general presentation

Presenting Problem

- Include a general description of the clients' problem(s) in their own words.
- How does the concern interfere with everyday functioning and relationships?
- What caused the clients to enter counseling at this time?
- Include externalization of problem if fitting
- Problem stories if fitting

Therapy Goals

- There are a number of ways to word and express goals, e.g., solution focused criteria for well-defined goal, therapy goals from perspective of narrative externalization, structural goals

Strengths and Resilience, e.g.,

- Exceptions to the problem
- Stories of resilience
- Temporary relief
- Parts of structure that work
- Spirituality

Pattern of Interaction

- Can you as a therapist and/or clients identify patterns of interaction that surround the concern? When does it occur? With whom? What happens before and after its occurrence?

Life Setting

- How do clients spend a typical day or week? What social, spiritual, and religious activities, recreational activities are present? What is their living environment like? What are their most important relationships?

Family History (You may want to include Genogram)

- Family member's ages, households, occupations, descriptions of personalities, relationships to each other, etc.
- Intergenerational relationships

- History of family struggles (e.g., emotional disturbance, substance abuse, physical illnesses, abilities issues, abuse & neglect)
- History of family strengths and resilience (e.g., spirituality, stories of overcoming odds)
- Biographical Turning Points, e.g., what points of change have occurred in the clients' lives? How did they manage these changes?

#### Outside Systems (e.g., ecomap)

- Include religious systems, schools, court and legal systems, medical systems, other treatment providers, government systems such as child protection, etc.

#### Description of Therapy

- Course - # of sessions, lateness, no-shows, who has attended sessions, who you have invited to participate
- Content – brief description of issues clients bring to sessions.
- Process – how do the clients relate to you in session? What does it feel like being with them, what is the interpersonal style in the counseling relationship.
- Clinical Assessment – This section should be a summary of the clients' problems/issues using information from preceding sections. For example, does a member of the family/system seem depressed or anxious? Address suicidal ideation (either past or present) threat of harm to self or other, suspicion of abuse or neglect, etc. Provide extensive details pertaining to high risk situations and make certain to alert both your on-site supervisor and the course instructor immediately of risks.

#### Conceptualization of Problem

- This section should be your assessment of why the clients have these problems and involves tying together all information presented in the report in a summary statement or paragraph. What is your understanding (theory) of the clients? What is your understanding of the clients' problem/s? What are the recurring themes? What do you think is the clients' prognosis for getting better? How do the different areas of history, personality, and environment interact to contribute to the problem? From different theoretical perspectives.

#### Treatment Plan

- Based on your philosophy of what is therapeutic (include models/approaches) and what promotes adaptive change in accordance with the standards of practice used in your setting
- What do these clients need from therapy? How will this be helpful to them? What approaches/interventions will you use to address their needs?

#### Case Summary Analysis

- Provide your overall summary and reflections of the case and your process of managing it.