

**Master of Arts in Counseling  
Course Syllabus**

**Brief Counseling in Employee Assistance Programs  
COU 605 (3 credits)**

**Winter I, 2014**

Instructed by:

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**Description:**

A presentation of theory, methodology, and practice of several modes of brief psychotherapy, including the crisis intervention model and brief cognitive therapy. Emphasis is placed upon acquisition of skills considered to be essential for the effective practice of short-term counseling intervention. The course will provide students with a working knowledge of brief counseling and will survey core components of the EAP field such as substance abuse, ethical concerns in work place counseling, work/life training, community networking, and critical incident stress debriefing.

**Prerequisites:**

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

**Course Integrated in to the Program Requirements:**

Mental Health Focus	Addictions Focus	School Focus
Elective	Elective	Elective

**Purposes of the Course:**

Brief/Solution Focused Counseling is becoming more prevalent and relevant in many therapeutic settings. It will be important for clinicians to develop knowledge and ability in this area. This course will help students explore the different aspects of this growing form.

**Objectives:**

Upon successful completion of this course, students will be able to:

1. Identify the basic elements of brief counseling;
2. Demonstrate the basic skills related to brief counseling; and
3. Provide an overview of the EAP field and describe the differences between local programs.

**Methods of Instruction:**

This will be an interactive course which includes classroom participation, guest speakers, videos, student presentations, and article reviews.

**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. Each class session will contain a quiz. These may be written, demonstration form, or online. Total points possible: 25.

### **Course Outline:**

#### A. Brief Counseling Overview

1. When it is appropriate
2. How it can be used with other techniques
3. How it is relevant to today's issues

#### B. Areas of Use

1. Employee Assistance Programs
2. 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

#### E. Professional Self Care

#### F. Requirements

1. Participation
2. Skill Demonstration
3. Quizzes
4. Take Home Final

### **Textbooks:**

Lewis, G. W. (1994). Critical incident stress and trauma in the workplace: Recognition...Response...Recovery. Accelerated Development Inc., Taylor & Francis Group, Levittown, PA.  
ISBN-10: **1559590548** | ISBN-13: **978-1559590549**

Milner, S. & O'Byrne, P. (2002). Brief counseling narratives and solutions. Palgrave, New York, NY.  
ISBN-10: **0333946472** | ISBN-13: **978-0333946473**

### **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.

**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.

**Grading Scale:**

100-97=A+

96-94=A

93-90=A-

89-87=B+

86-84=B

83-80=B-

79-77=C+

76-74=C