Course
CNS 653 Brief Counseling

Purpose of the Course
Introduction to theoretical, philosophical, and historical premises of brief counseling. Topics include professional ethics, diversity, application to various clinical populations, and utilizations of best practices that meet the changing state of mental health care.

Course Objectives
Upon completion of the course, each student should have gained the following:
(1) Understanding of the basic principles of brief therapy theories and approaches
(2) A working knowledge of how general principles of brief therapy are applied to various clinical populations
(3) An understanding of how to evaluate theories and approaches of brief therapy
(4) An awareness of how to develop strategies for personal implementation as appropriate
(5) An in-depth knowledge in a selected area of brief therapy or application
(6) An awareness of how brief therapy approaches impact minority and other diverse populations
(7) An understanding of the relationship between brief therapy and multicultural counseling

Required and Recommended Course Readings
Required Texts

Recommended Reading
Methods of Instruction
This class will utilize Blackboard as an instructional method. Interaction with the instructor and other students is expected through e-mail and the class discussion forum. All students are expected to read the entire discussion including my reply posts to other students. Students taking this course should have a computer with high speed access to the internet and e-mail.

Course Requirements

1. Attendance and Participation in Blackboard Discussions

Main Post (5 points; full credit is earned if post exceeds the requirements noted below): Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

A. At least 250 words in length
B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic’s assigned reading
C. Critical thinking evidenced by intellectual, conceptualized, well constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
E. Timeliness

Response Post (3 points each; full credit is earned if posts exceed the requirements noted below): For any given Blackboard discussion, students must submit at least one response to another student’s main post. Response posts should illustrate that the student has read all postings per that lesson. Requirements of each main post include the following:

A. At least 100 words in length
B. Critical thinking evidenced by intellectual, conceptualized, well constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
C. Incorporation of references from the topic’s associated readings
D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
E. Timeliness

Students are expected to read all posts.
All BBD postings must be completed within the given discussion period.
Late submissions are not accepted.

2. Topic Activities (8 points each, full credit is earned if assignment exceeds the requirements noted below)
There is an activity required for each topic area. Directions for activities are located in the Appendix of this syllabus. Requirements of each activity include the following:

A. At least 250 words in length
B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic’s assigned reading
C. Critical thinking evidenced by intellectual, conceptualized, well constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
E. Timeliness

Student Evaluation Criteria and Procedures:

BBD Discussions (5 Discussions) 40 points
Topic Activities (5 Activities) 40 points
TOTAL POSSIBLE 80 points

Assignments rubrics and grades for the course are determined as:

100-90%, A Assignment exceeded the given requirements (specific examples used; various references to related reading and additional reading incorporated; word limitation exceeded with the inclusion of quality)
89-80%, B Assignment met the requirements (all of the requirements listed below assignment description met)
79-70%, C Assignment somewhat met the requirements
69% or below, F Assignment did not meet the requirements

Late or Missing Assignments
Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late; assignments past due one week are not accepted. BBD discussion posts are due on the date noted; late submissions are not accepted under any circumstance.

Use of Current Research
Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

Use of Technology in Course
Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. When e-mailing the professor about something related to this course, please use the following heading in the e-mail subject line: Course + last name + first initial. For example, “CNS653SauerheberJ.”

Students with Disabilities Who Require Accommodations
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request
accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity
Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Academic Performance
As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at:

Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details. Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Tentative Course Schedule
Professor will provide completed and official syllabus to enrolled students.