



**Chaminade**  
**University**  
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://www.chaminade.edu)

**Course Number:** PP-8950-02-7

**Course Title:** Brief Systemic Therapies: Hypnosis, Strategic, Solution, and Narrative

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Fall 2024

**Course Credits:** 03

**Class Meeting Days:** Thursdays

**Class Meeting Hours:** 9:00 a.m. – 12:00 p.m.

**Class Location:** Kieffer 10

**Instructor Name:** Daniel Lev, Ph.D.

**Email:** [thecomfortdoc@gmail.com](mailto:thecomfortdoc@gmail.com)

**Phone:** 808.633.6569

**Office Location:** N/A

**Office Hours:** By appointment

### **University Course Catalog Description and Overview**

In this course we'll become familiar with four, innovative approaches to practicing focused, time-limited therapy. Most are derived from Systems, Constructivist, and Post-Modern perspectives including the following: Interpersonal/Interactional, Hypnotherapy, Solution-Focused, and Narrative. Readings and discussion will cover the work of Milton Erickson, Bateson, White, de Shazer, the Mental Research Institute, and others. Theoretical material will be balanced with the pragmatics of applying brief therapy in treatment. We will also include both academic lectures along with experiential therapy exercises.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

## Course Learning

1. Understand the foundational origins and epistemologies of four Brief Systemic Therapies
2. Differentiate between the theory and methods of four schools of Brief Systemic Therapies
3. Formulate cases and interventions based on some of these approaches
4. Develop initial Brief Therapy intervention skills through role-plays.

## Required Learning Materials

### Required Textbooks

- Fisch, R., Weakland, J. & Segal, L. (1982). *The tactics of change: Doing therapy briefly*. San Francisco: Jossey-Bass \*[Seminal Text]
- De Shazer, S. & Dolan, Y (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Routledge
- Madigan, Stephen (2011). *Narrative therapy*. Wash, DC: American Psychological Association.

### Readings

There are nine required readings (including seminal works) and five optional readings that are included in a articles will be compiled and provided by instructor. These are assigned by session in the Schedule below.

## Course Requirements

**Course Requirements in Relation to Credit Hours.** This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

**Attendance and Participation.** Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Because this course includes a great many in-class therapy exercises, students are expected to participate in all exercises included in each session. Points will be deducted accordingly. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course. If you need to miss class please notify me as soon as possible by text/phone call or email. If you would like to earn partial credit for the missed session (up to 5-points), I can provide a make-up assignment.

**20-Minute Lecture Assignment.** Each of you will present a "20-Minute Lecture" with presentation format will including the following:

- **Article/Topic:** You may select articles, book chapters or themes from a variety of sources that highlight four treatment modalities: Ericksonian therapy, MRI Brief Therapy, Solution Focused Therapy or Narrative Therapy. I will provide some journals and a suggested reading list of books covering these approaches.
- **Presentation Time and Media:** In 20 minutes, present a lecture on your article or topic. You can include in your PowerPoint presentation video clips, discussion questions for the class and demonstrations to illustrate your article or topic. Make sure to leave time to elicit questions/comments from your classmates.

Two Lecture Options

Option One – You may lecture on:

- A particular brief systemic treatment modality used for a specific problem, or
- A modality-based intervention, or
- The theoretical/philosophical foundations of a modality or intervention

Option Two – You can present a research article exploring the efficacy of a particular brief systemic treatment approach. Please make sure that your presentation includes the following:

- A) Talkstory the Basic Area of Inquiry. Discuss some of the general issues surrounding the modality and talk about the research question(s) the authors are asking and their hypotheses.
- B) Describe the Studie’s Research Methodology
- C) Discuss the Findings. What was discovered? What are the implications for the use of that particular therapy? What practical uses do the findings suggest?
- D) Critique the Study. What weaknesses have you discovered in the study or topic.

### Midterm

Test covers material from the first half of the lectures and reading materials (Weeks one through seven). Take home format. Please do not share your brilliance with others - work on the exam individually. Exam will be distributed in week seven and will be due 2 weeks later. Each of the one-hundred questions is worth one point.

### Final Exam

Test covers material from the second half of the lectures and reading materials (Weeks eight through fourteen). Take home format. Same warning about your brilliance - please work on the exam individually. Exam will be distributed during week fourteen and will be due 2 weeks later. Each of the one-hundred questions is worth one point.

### Grading

Project/Assignment	Point Value
Attendance and participation	100
Midterm Exam	100
Final Exam	100
20-minute lecture	200
Total	500

### Grading Scale

Students will be graded according to total points earned:

<u>Grade</u>	<u>Points Earned</u>
A	465-500
A-	450-464
B+	435-449
B	415-434
B-	400-414
C	350-399
F	350 and below

### Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or

degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Course Policies**

***Instructor and Student Communication:*** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

***Cell phones, tablets, and laptops:*** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

***Disability Access:*** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

***Title IX Compliance:*** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Professionalism with Class Topics and Discussions:***

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

***Academic Conduct Policy:*** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

### Schedule

Week	Date	Topics	Readings to be completed before attending class (Optional readings are indicated below)	Assignments Due
1 And 2	8/22	Introduction to Brief Systemic Therapies  Brief Systemic Epistemology (Recording of Powerpoint lecture provided)	- Wampold, BE (2015). How important are the common factors in psychotherapy? An Update, <i>World Psychiatry</i> , 14(3): 270-277. - Becvar, R.J., Stroh-Becvar, D., and Reif, L.V. (2023). <i>Systems theory and family Therapy</i> , Fourth Edition. Rowman and Littlefield Publishers: London, England. pp 5-41 and 73-79. - Gibney, P (2006). The Double Bind theory: Still crazy-making after all these years, <i>Psychotherapy in Australia</i> , 12(3): 48-55.	
3	8/29	Milton Erickson Brief Therapy	- Haley, J. (1973). <i>The Courtship period: Changing the young adult in Uncommon therapy: The psychiatric techniques of Milton Erickson, MD</i> . New York: W.W. Norton. pp. 65 - 109. - Kottler, J., & Carlson, J. (Eds) (2005). <i>Limits of the past: A case from Michael Yapko in Their finest hour: Master therapists share their greatest success stories</i> . Boston: Pearson, pp 35-44.	
4	9/5	Mental Research Institute Brief Therapy I	- Fisch, R., Weakland, J. & Segal, L. (1982). <i>The tactics of change: Doing therapy briefly</i> . San Francisco: Jossey-Bass, pp. 1 - 52 & 189-217. - OPTIONAL - Hale, D., and Frusha, C Van (2016). MRI brief therapy: A tried and true systemic approach, <i>Journal of Systemic Therapies</i> , 35(2): 14-24.	

5	9/12	Mental Research Institute Brief Therapy II	<ul style="list-style-type: none"> <li>- Fisch, R. et al.(1982). The Tactics of Change, pp. 69 – 125 &amp; pp. 255 – 284 (case).</li> <li>- OPTIONAL - Rakowska, JM (2016). Brief strategic therapy in patients with social phobia with or without personality disorder, Psychotherapy Research, 21(4): 462-471.</li> </ul>	
6	9/19	Mental Research Institute Brief Therapy III	<ul style="list-style-type: none"> <li>- Fisch, R. et al.(1982). The Tactics of Change, pp. 127-188.</li> <li>- Rohrbaugh, MJ, Tennen, H., Press, S and White, L (1981). Compliance, defiance and therapeutic paradox: Guidelines for strategic use of paradoxical interventions, American Journal of Orthopsychiatry, 51(3): 454-467</li> </ul>	
7	9/26	Mental Research Institute Brief Therapy IV - Practice Session		Brief Exam I Distributed
8	10/3	Independent reading, exam/presentation prep	- de Shazer, S. & Dolan, Y (2007). More than miracles. New York: Routledge, pp. 1-35, 73-99 and 111-131	
9	10/10	Solution-Focused Brief Therapy I	<ul style="list-style-type: none"> <li>- Visser, CF (2013). The origin of the Solution-Focused approach, International Journal of Solution-Focused Practices, 1(1): 10-17</li> <li>- de Shazer,S. (1984). The death of resistance, Family Process, 23:11-17.</li> </ul>	
10	10/17	Solution-Focused Brief Therapy II	<ul style="list-style-type: none"> <li>- de Shazer, S. &amp; Dolan, Y (2007). More than miracles. New York: Routledge Reader, pp. 37-72</li> <li>- OPTIONAL - Dolan, Y. (1995). Solution-focused therapy with a case of severe abuse. In Hoyt, M. (Ed.). Constructive Therapies. New York: Guilford, pp. 276-294</li> <li>- Lightfoot, Jr, J.M. (2014). Solution Focused Therapy, International Journal of Scientific and Engineering Research, 5(12): 238-240.</li> </ul>	Brief Exam I Due
11	10/24	Solution-Focused Brief Therapy III		One 20-Minute Lecture
12	10/31	Solution-Focused Brief Therapy IV -Practice Session	- Lipchik, E. (1994). The rush to be brief. Family Therapy Networker, March/April, pp. 35 - 39.	
13	11/7	Narrative Therapy I	<ul style="list-style-type: none"> <li>- O'Hanlon, B. (1994). The third wave, Family Therapy Networker, November/December. pp. 1-11</li> <li>- Madigan, Stephen (2011). Narrative therapy.</li> </ul>	



			Washington, DC: American Psychological Association. pp 3-70 - OPTIONAL - Lopes, RT, Goncalves, MM, Machado, PPP, Sinai, D, Bento, T, and Salgado, J (2014). Narrative therapy vs. Cognitive-Behavioral therapy for moderate depression: Empirical evidence from controlled clinical trial, Psychotherapy Research, 24(6): 662-674.	
14	11/14	Narrative Therapy II	- Madigan, Stephen (2011). Narrative therapy. Washington, DC: American Psychological Association. pp 71-138	
15	11/21	Narrative Therapy III - Practice Session		Brief Exam II Distributed; One 20-Minute Lecture
	11/28	Thanksgiving Holiday – No class		
16	12/5	Last class presentations		20-Minute Lectures; Brief Exam II Due