THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 393R	Instructor's Name:	Jack Nowicki, LCSW
Unique Number:	60800	Office Number:	SWB 3.104-A
Semester:	Fall, 2015	Phones:	Nowicki: 512-659-1465 (cell) Nowicki: 512-892-6888 (LM)
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Meeting Time/Place:	T 2:30-5:30 @ 2.132	Office Hours:	Tues. @ 1:30 pm & by appt.

SOLUTION FOCUSED BRIEF THERAPY (SFBT)

I. Standardized Course Description

This course is designed as a seminar to provide students with a basic understanding of solution-focused brief therapy. The content will include the history of the SFBT approach within the framework of systems and cognitive approaches, research related to the approach with different populations, as well as heavy emphasis on skill development and practice.

II. Standardized Course Objectives

By the end of the semester, students will be able to:

1. Compare strengths-based and deficit-based approaches to working with clients, including understanding the impact of the ecological and social environments in which diverse families live.
2. Demonstrate understanding of similarities and differences among strengths-based theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics.
3. Integrate and demonstrate the application of procedures, techniques, and methods of SBFT that reflect best practices for problem areas or helping diverse client groups.
4. Understand and integrate research information on the effectiveness of SBFT within an evidence-based framework.
5. Understand and integrate research information of effectiveness of empirically based practice for SBFT on problems frequently seen in practice such as: chemical dependency, child maltreatment, and crisis intervention with youth and families.
6. Demonstrate skill in applying knowledge of the impact of policy and social justice issues to interventions with families of diverse cultures, socioeconomic backgrounds, race/ethnicity, sexual orientation, family structure, national origin, ability, or other manifestation of diversity.
7. Demonstrate skill in applying knowledge concerning multi-level policies and their impact on SBFT interventions with families of diverse culture, socioeconomic background, race, sexual orientation, and ability.
8. Demonstrate skill in using strengths-based theory to assess family problems in the context of the larger community and target systems within and outside the family for change.

III. Teaching Methods

This class provides opportunities for both theory and skill development. SBFT is presented through a combination of lectures, demonstrations of the practice interventions, experiential skill-building exercises, and class discussions integrating the course readings, and an essay exam testing students' knowledge and ability to communicate their understanding of SFBT.

IV. University Policies

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each

member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct and Civility in the Classroom: The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

Policy on Social Media and Professional Communication: Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students must consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further

information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

Use of Course Materials: The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented Disability Statement: Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays: By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting: In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at https://www.utexas.edu/student-affairs/policies/title-ix.

Classroom Confidentiality: Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-mail for Official Correspondence to Students: Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Safety: As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is

the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL): If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Graduate Grading Scale:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

V. Course Requirements

Attendance and Participation: Students are expected to read the assigned readings (some students use study groups), attend each class meeting, contribute to class discussions, and participate in skill-building exercises. Failure to attend class regularly (missing more than two class sessions) may result in a lower grade for the course, at the instructor's discretion. As soon as students know that they will not be able to attend class, they should e-mail or call the instructor. I respect student's observance of religious holy days. If you must miss class to observe a religious holy day please let me know as soon as you know you will be absent. See section VIII.5 for grading details.

Students enrolled in this class should expect to spend an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments or exams, reviewing online content, etc.

No late assignments will be accepted except in extreme emergencies and then only with permission of the instructor. If students are in an emergency situation they should contact the instructor and negotiate a new due date. All late assignments will be assessed point penalties at a rate of 5 points a day.

The grade for the course will be based on the student's ability to demonstrate knowledge and methods from the evidenced-based models of solution-focused therapy and effective interventions for finding solutions. Class attendance, participation, and promptness in completing assignments are considered when assigning the grade. There are three major assignments. This is a professional practice class and each student is expected to demonstrate behavior that meets the criteria of the National Association of Social Workers code of ethics and meets the standards for professional practice of social work.

VI. Required Texts
- Franklin, C., Trepper, T., Gingerich, W., & McCollum, E. (Eds.). (2012). *Solution-focused brief therapy: A handbook of evidence-based practice*. New York, NY: Oxford Univ Press.
- De Jong, P., & Berg, I.K. (2013) *Interviewing for solutions, 4th Edition.* Belmont, CA: Brooks/Cole.
- Required Online Readings**:** All additional readings are available on *Canvas*.

VII. Course Assignments

1. Essay Exam: (25% of your grade): There will be an essay exam based on the readings, lectures, and discussions. The exam will be given on *Canvas* (details forthcoming). Make-up exams are not given unless there are unusual extenuating circumstances.

   A note about essay exams: My intent in giving essay exams is for students to complete and integrate the readings, class discussion, and other materials. Exams improve student ability to communicate their ideas, and test their application of knowledge and skills in practical situations. A goal of graduate education is to integrate and apply your education, and essay exams offer this opportunity. As practice for this, we will engage in discussion groups related to the readings at the beginning of class. Exams also challenge and encourage students to the high standards of a graduate education: students have a chance to demonstrate their knowledge of SFBT and explain their individual understanding by use of examples, comparisons, and critiques.

2. Group Demonstration of SFBT Techniques (30% of your grade): The class will divide into four or five groups for preparation and presentation of experiential practices from SFBT. Each group's purpose is to experientially model one or a few specific intervention practices of SFBT in a client(s)/counselor format. The modeling may be "live" or captured on video. Members of the group will act as producers, writers, researchers, and actors. If there is a live production, the group will be available to discus and answer questions about their demonstration. If the demo is on video, the group may choose to stop, discuss, start their demonstration. In addition, the group will develop and provide a written protocol for using the intervention in practice and shared with the class during or after the presentation. The intervention topics are: 1) building an alliance; 2) exploring exceptions; 3) miracle questions; 4) scaling; 5) taking a break and goaling. The demonstrations will be presented on the dates corresponding to these topics on the class schedule. The demonstration, with a question and answer period, should be 30 to 40 minutes long.

   As the group progresses in developing their demonstration, they must schedule at least one planning session with the instructor. The group is responsible for scheduling this meeting. (I suggest the group meet with me early in the development process.) All group members will be assigned the same grade for their presentation, so it should reflect equal responsibility on all members' parts (If all members of the group are not sharing the burden of the work, please notify the instructor).

3. Video Assignment (30% of your grade): Each student must turn in a video demonstration of a solution-focused counseling session they have conducted. The video must include all the parts of a solution-focused counseling session as they are elucidated in the SFBT Treatment Manual (Ch 2 of Franklin, et.al. text). Students are free to use peers, friends, or other volunteers as their "interviewees" with the understanding that the participant is aware that the tape is being turned in as an assignment, that their participation is NOT confidential, and that the tape may be used (with their permission) as a teaching instrument in the future. More details about this assignment will be given in class. Due dates for this assignment will be staggered throughout the semester

based on the student's schedule so that the instructor is able to grade these over the course of the semester.

4. **Class Participation (15% of your grade):** This course is practice related. Each class includes "Group Discussion Activities" and/or "Skill-building Exercises" as opportunities for students to share what they are learning or practice the associated skills. There are opportunities for students to use their own family history and life experiences in these activities: therefore, we will discuss class personal sharing and make agreements about keeping our stories confidential if necessary.

Class participation includes active class involvement and discussion, demonstrating an understanding of SFBT techniques, and evidence of having read the readings. Class involvement is graded based on the student's self-evaluation and the instructor's observation of class participation. The class participation grade is not only determined by the quantity of participation behaviors but also on the quality of the participation; i.e. making salient comments, reflecting preparation and knowledge of the material, and raising thought-provoking questions, commnts, and/or other pertinent information.

5. **Explanation of Course Grades**
A note on Grading: "I do not *give* grades; I record students' *achievements*! Students *earn* grades."[1] What matters is *learning*. It is understood that that there is no way students can learn everything about the SFBT approach in 13 weeks. Our goal is to push students' knowledge base beyond the level they brought to the class. My goal is for industrious and motivated students to stand out and the average students to recognize that they get out of the class what they put into it. Finally, grades should be viewed as a measure of understanding, integrating, and applying the course materials. I start the semester imagining that the all students are "B" students and it is up to students to work their way up from there.

Definitions	Grading scale
Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., coherence and integration of ideas).	94.0 –100 = A 90.0 to 93.999 = A-
Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.	87.0 to 89.999 = B+ 84.0 to 86.999 = B 80.0 to 83.999 = B-
Average Work: The assignment meets the requirements has minor gaps and/or lacks evidence of in-depth critical thinking and analysis	67.0 to 79.999 = C+ 74.0 to 76.999 = C 70.0 to 73.999 = C-
Poor Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.	67.0 to 69.999 = D+ 64.0 to 66.999 = D 60.0 to 63.999 = D- Below 60 = F

The final course grade is calculated as follows:	Points
Essay Exam	25
Group Demonstration	30
Video	30
Class Participation	15
	100

[1] Miller, S. (2000) Thoughts about lessons and grades. Sue Miller's Homepage. Retrieved online August 20, 2010 from http://academics.hamilton.edu/biology/smiller/lessonsgrades.html

VIII. Course Schedule: This schedule is intended as a guide: the instructor reserves the right to shift sessions and topics based on the learning needs of the class.

(1) September 2	*Course Overview and Introductions*
	1) Class introductions
	2) Course (syllabus) review; class structure, assignments, readings (prep hours)
	3) Communications: Use of Canvas, printed handouts, emails, "office hours"
	4) Open frame for questions and discussion.
	➔ *Insoo Berg Interview Video*

(2) September 9	*Client-Centered Therapy & Clients' Theories of Change*
Texts	Franklin, et.al. (2012): Ch 1 [15]
	De Jong & Berg (2013): Ch 1 [45]
Readings	Blundo, R. (2013) Learning and practicing the strengths perspective: Stepping out of comfortable mind-sets. In D. Saleebey (Ed.). *The strengths perspective in social work practice, 6th Ed.* New York: Allyn & Bacon, Ch 2 [26]
	Duncan, B., Miller, S., Sparks, J., et.al. (2004) The client's theory of change. In B.Duncan, S.Miller,& J.Sparks, *The heroic client. A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy.* San Francisco:Jossey-Bass. [27]
	Saleebey, D. (2006) Introduction: Power in the people. In, D. Saleebey, *The strengths perspective in social work practice, 4th Ed.* New York: Allyn & Bacon, 1 – 23. [22]
	135
Supplemental	Hubble, M., Duncan, B., & Miller, S. (1999) Learning and honoring the client's theory: Practical guidelines. In M. Hubble, B. Duncan, & S. Miller, *The heart & soul of change: What works in therapy.* Washington, DC: The American Psychological Assn., pp 119 – 146 [27]
	➔ *Group Discussion, Activity or Skill-Building Exercise*

(3) September 16	*Searching for Solutions: SFBT Frames for Success*
Texts	Franklin, et.al. (2012): Ch 2 [14]
Readings	Berg, I.K., & Dolan, Y. (2001) The pragmatics of hope and respect: An overview of the solution-focused approach. *Tales of Solutions, Ch 1.* New York: W.W. Norton. [25]
	Cade, B. (2009) Monty Python-focused therapy. In E. Connie & L. Metcalf (Eds.). *The art of solution-focused therapy.* New York: NY., Springer Publishing. [13]
	Iveson, C. (2002) Solution-focused brief therapy. *Advances in Psychiartic Treatment, 8*(2) [8]
	Lipchik, E. (2002) Emotions in solution-focused threrapy. *Beyond technique in solution-focused therapy.* New York, NY: Guilford Press, Ch 4 [15]
	O'Hanlon, W.H., & Weiner-Davis, M. (1989) The evolution of psychotherapy: From explanations and problems to solutions. *In search of solutions: A new direction in psychotherapy.* New York: W.W. Norton, Ch 1 [25]
	Walter, J. & Peller, J. (1992) Assumptions of a solution-focused approach. *Becoming solution-focused in brief therapy.* New York: Brunner/Mazel, Ch 2 [25]
	125
	➔ *Group Discussion, Activity or Skill-Building Exercise*

(4) September 23	*Evidence-based Practice & SFBT Outcomes, Research*
Text	Franklin, et.al. (2012): Ch 4-7, 9, 19 [70]
Reading	Duncan, B. & Reese, (2012) Empirically supported treatments, evidence-based treatments, and evidence-based practice. In I. Weiner, G. Stricker, and T. Widiger (Eds) *Handbook of psychology, Vol 8: Clinical psychology, 2nd Ed.* Hoboken, NJ: John Wiley and Sons. [37] Franklin, C., & Hopson, L., (2007), Facilitating the use of evidence-based practices in community organizations. *Journal of Social Work Education, 43* (3) [20] Gingerich, W & Peterson, L., (2013) Effectiveness of solution-focused brief therapy : A systematic rualitative Review of controlled outcome studies. *Research on Social Work Practice, 23*(3) [15] Kim, J., Smock, S., Trepper,T, et.al. (2010) Is solution-focused brief therapy evidence-based? *Families in Society, 91*(3) 1-7 [6] 85
Supplemental	Kim, J.S. (2008). Examining the effectiveness of solution-focused brief therapy: A meta-analysis. *Research on Social Work Practice, 18* (2), pp. 107-116 ➔ *Group Discussion, Activity or Skill-Building Exercise*

(5) September 30	*Cultural Competency & Ethics*
Text	De Jong & Berg (2013): Ch 12 [14]
Readings	Barrett, M. (2012) Ethics yesterday & today: Boundaries in an age of informality. *Psychotherapy Networker (34)*4, 21-25… [7] Diller, J. (2011) What it means to be culturally competent. *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks/Cole. Ch 2 [24] Kim, J.S. (2014) Solution-focused brief therapy and cultural competency. *Solution-focused brief therapy: A multicultural approach*. Thousand Oaks, CA: Sage Publication, Ch 1. [12] Thomas, F. N. (2007). Possible limitations, misunderstandings, and misuses of solution-focused brief therapy. In T.S. Nelson & F.N. Thomas (Eds.), *Handbook of solution-focused brief therapy: Clinical applications*. Binghamton, NY: Haworth. [21] 78
Supplemental	Corey, G., Schneider-Corey, M., & Callanan, P. (2011) Multicultural perspectives and diversity issues. *Issues and ethics in the helping professions*. Belmont, CA: Brooks/Cole, Ch 4 [43] Dermer, Hemesath, & Russell, (1998) A feminist critique of SF therapy. *American Journal of Family Therapy. 26* (3) 239-249 [10] ➔ *Group Discussion, Activity or Skill-Building Exercise*

(6) October 7	*SFBT "101" ~ Alliance, Assessment, & Finding a Solvable Problem*
Texts	Franklin, et.al. (2012): Ch 2 [*Review*] [16] De Jong & Berg (2013): Ch 2-4 [65]
Readings	Berg (1994) The initial stage (Ch 2) & Defining the problem (Ch 3) *Family based services: A solution-focused approach*. New York, NY: Norton. [33] Metcalf, L. (1997) A solution-oriented genogram: Adapted from Bruce Kuhl, Ph.D. *Parenting towards solutions: How parents can use skills they already have to raise responsible, loving, kids*. Paramus, NJ: Prentice Hall, 16-21. [5] 103
Supplemental	Murphy & Duncan, (2007) Assessment 1: Recruiting the heroic client. *Brief intervention for school problems*, 2nd Ed., New York, NY: Guilford, Ch 3. [39] ➔ *Group Demonstration, & Skill Building Exercise*

(7) October 14	*SFBT ~ Finding Exceptions & Questioning Techniques*
Texts	Franklin, et.al. (2012): Ch 3 [15] De Jong & Berg (2013): Ch 6 (*skip pps 113-117*) [8]
Readings	Berg, I.K. (1994). Useful questions and other interviewing techniques (Ch 6). *Family based services: A solution-focused approach*. New York, NY: Norton. [26] Berg, I.K., & Dolan, Y. (2001) The not-knowing posture: Stories about "Leading from behind". *Tales of solutions*. New York, NY: Norton, Ch 3 [23] Hoyt, M.F. (2001) Solution building and language games: A conversation with Steve deShazer… In M. Hoyt (Ed.). *Interviews with brief therapy experts*. Philadelphia, PA: Brunner-Routledge, Ch 7. [22] 96 ➔ *Group Demonstration & Skill Building Exercise*

(8) October 21	*SFBT ~ The Miracle Question*
Text	De Jong & Berg (2013): Ch 5 [26]
Readings	Berg, I.K., & Dolan, Y. (2001) What dreams may come. *Tales of solutions*. New York, NY: Norton, Ch 2 [33] De Shazer, S. & Dolan, Y. (2007) The miracle question (Ch 3) and The miracle scale (Ch 4). *More than miracles: The state of the art of solution-focused brief therapy*. New York, NY: The Hawthorne Press. [35] De Shazer, S. (1985) The crystal ball technique. *Keys to solution in brief therapy*, New York: W.W. Norton [11] 105 ➔ *Group Demonstration & Skill Building Exercise*

(9) October 28	*SFBT ~ Scaling & "Goaling"*
Texts	Franklin, et.al. (2012): Ch 5 [15] De Jong & Berg (2013): Ch 6, pps. 113-117 [4]
Readings	Berg, I.K., (1994) Scaling questions. *Family based services: A solution-focused approach*. New York, NY: Norton. 102-111 [Ch 6 *Review*] [9] Franklin, Corcoran, Nowicki, et.al. (1997) Using self-anchored scales to measure outcomes in SF therapy. *Journal of Systemic Therapies 16*(3) 246-265. [17] Walter & Peller (1992). Well-definfed goals. *Becoming solution-focused in brief therapy*. New York, NY: Brunner/Mazel, Ch 4 [10] 55 ➔ *Group Demonstrations & Skill Building Exercise*

(10) November 4	*SFBT ~ Taking a Break & Goaling*
Texts	De Jong & Berg (2013): Ch 7 [23]
Readings	Berg & Dolan (2001). Wow! How did you do that?: Stories about compliments as interventions. *Tales of solutions*. New York, NY: Norton, Ch 5 [16] Chang, J. (2010) The reflecting team: a training method for family counselors. *The Family Journal 18* (1) 36-44 [8] Lipchik, E. (2002) The summation message and the suggestion. *Beyond technique in solution-focused therapy*. New York, NY: Guilford Press, Ch 7 [15] O'Hanlon, B. (1999) If you don't have a dream, how you gonna make a dream come true? Using the future to solve problems. *Do one thing different: Ten simple ways to change your life*. New York, NY: Wm Morrow, Ch 6 [14] Walter & Peller (1992) What do we do next? *Becoming solution-focused in brief therapy*. New York, NY: Brunner/Mazel, Ch 9 [18] 94 ➔ *Group Demonstration & Skill Building Exercise* ***Essay Exam on Canvas!***

(11) November 11	Applications: Populations *Essay Exam Due!*
Texts	De Jong & Berg (2013): Ch 14 (pp.288-298) [10]
Readings	Lee, M. & Mjelde-Mossey, L.A., (2004) Cultural dissonance among generations: Solution-focused approach with east Asian elders and their families. *Journal of Marital & Family Therapy, 30* (4), 497-513 [14] Selekman, M. (2002) Going it alone: One-person family therapy. *Living on the razor's edge: Solution-oriented brief family therapy with self-harming adolescents.* New York, NY: W.W. Norton, Ch 6 [12] Smock Jordan, S.A. (2014) Solution-focused approach with LGBTQ clients. In J.S. Kim (Ed.) *Solution-focused brief therapy: A multicultural approach.* Thousand Oaks, CA: Sage Publication, Ch 10. [12] Tohn & Oshlag (1996) SF therapy with mandated clients. In S. Miller, M. Hubble, & B. Duncan, *Handbook of solution-focused brief therapy.* San Francisco: Josey Bass Publishers. Ch. 5 [31] Zamarripa, M. (2009) Solution-focused therapy in the south Texas borderlands. *Journal of systemic therapies. 28* (4), pp 1-11 [10] 89
Supplemental	Kelly, M.S., & Maynard, B.R. (2014) Solution-focused approach with spiritual or religious clients. In J.S. Kim (Ed.) *Solution-focused brief therapy: A multi-cultural approach.* Thousand Oaks, CA: Sage Publications, Ch 13. [9] ➔ *Group Discussion about the essay exam answers*

(12) November 18	Applications: Special Problems
Texts	Franklin, et.al.(2012) *Any Two:* Ch 11[10], 12[10], 15[11], 16[13], 17[14], 18 [11]
Readings	Dolan, Y. (1991) Ensuring safety in the present. *Resolving sexual abuse: Solution-focused therapy & Ericksonian hypnosis for adult survivors.* New York, NY: W.W. Norton, Ch 5 [10] Froerer, A.S., and Pagan-Romney, E. (2014) Solution-focused approach with clients with disabilities. In J.S. Kim (Ed.) *Solution-focused brief therapy: A multicultural approach.* Thousand Oaks, CA: Sage Publications, Ch 11. [11] George, E, Iveson, C., & Ratner, H. (1999) Smoke gets in your eyes: A case of depression. *Problem to solution: Brief therapy with individuals and families.* London: BT Press. Ch 3 [9] Nowicki, J. & Arbuckle, L. (2009) Social workers as family counselors in a non-profit, community-based agency. In A. R. Roberts, A., (Ed) *Social worker desk reference.* New York: Oxford U. Press, pp. 45-53. [8] Sahily de Castro, (2008) Solution-focused therapy for families coping with suicide. *Journal of Marital and Family Therapy. 34*(1), 93–106 [13] 64
Supplemental	Lipchik, E. (2002) The solution-focused approach to crisis. *Beyond technique in solution-focused therapy.* New York, NY: Guilford Press, Ch 12 [14] ➔ *Group Discussion Activity or Skill-Building Exercise*

(13) November 25	Applications: Groups ~~~ and "Open Frame" Conversation
Reading	Connie, E. & Metcalf, L. (2009) *The art of solution-focused therapy.* New York: Springer. Ch 8-9 [30] Metcalf, L. (1998) Changing directions in group therapy. *Solution-focused group therapy.* New York: Free Press, Ch 1 [23] 53 ➔ *Group Discussion Activity or Skill-Building Exercise*

(14) December 2	Last Class ~ Evaluations
	➔ **Class Reflections & Evaluations**