THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R30	**Instructor's Name:**	Jack Nowicki, LCSW
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Unique Number:	60100	**Office Number:**	SWB 3.132
Semester:	Fall, 2019	**Phones:**	Work: 512-659-1465 (cell)
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Meeting Time/Place:	T 2:30-5:30	**Office Hours:**	Tues. @ 1:30 pm
	SSW 2.132		Other times by appointment

Solution-Focused Brief Therapy

I. STANDARDIZED COURSE DESCRIPTION

This course is designed as a seminar to provide students with advanced practice skills in 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, and learn to assess strengths in diverse clients.
2. Demonstrate understanding of similarities and differences among strengths-based theories and critically assess their theoretical perspectives and appropriate applications.
3. Integrate and demonstrate the application of procedures, techniques, and methods of SFBT that reflect best practices for problem areas or helping diverse client groups.
4. Understand and integrate research information on the effectiveness of SFBT within an evidence-based framework.
5. Understand and integrate research information on effectiveness of empirically based practice for SFBT on problems frequently seen in practice such as: chemical dependency, child maltreatment, and childhood behavioral problems.
6. Demonstrate skills in applying SFBT interventions with families of diverse culture, socioeconomic background, race, sexual orientation, and ability.

III. TEACHING METHODS

This class provides opportunities for both theory and skill development. SFBT will be presented through a combination of lectures, demonstrations of the practice interventions in each model, experiential skill-building exercises from CD, videotapes of SFBT, and discussions about the model and behavioral skills.

IV. TEXTS & READINGS

A. Required
- 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, 3rd Edition.* Belmont, CA: Brooks/Cole.
- Online Readings: Additional readings are available on *Canvas*.

B. Supplemental
- Kim, J.S. (Ed.). (2014). *Solution-focused brief therapy: A multicultural approach.* Thousand Oaks, CA: Sage Publications. [a few readings from this book are on Canvas as PDFs]
- Online Readings: Additional readings are available on *Canvas*.

V. COURSE REQUIREMENTS

1. **Essay Exam: (20% of your grade):** There will be an essay exam based on the readings, lectures, and discussions. The exam will be available on *Canvas* on the test date and due one week later as a fully referenced paper copy turned in at the beginning of class. 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 demonstrate a cognitive understanding and integration of the readings, class discussion, and activities. A goal of graduate education is to integrate and apply your education in a written fashion. 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 understanding by using examples, comparisons, and critiques.

2. **Group Modeling of SFBT Components** (**20% of your grade**): The class will divide into four groups for studying and preparing short video clips that model the component parts of SFBT. Each group's goal is to experientially model one or a few specific intervention practices of SFBT in a client(s)/counselor format and then lead a discussion group about the component skill. The modeling is to be captured on video and shown in class before the group discussion. The components to be modeled will match the classes related to the practice components of SFBT, including 1) building an alliance; 2) exploring exceptions; 3) asking the miracle question; 4) self- anchored scaling; and 5) complements, summation messages and goaling. The demonstrations may be uploaded onto Canvas by Sunday afternoon so students can review them before the class on Tuesday. They will be shown on the dates corresponding to these topics on the class schedule.

   All group members will be assigned the same grade for the video clips and group discussion, so group members should all take equal responsibility for the assignment. (If all members of the group are not sharing the burden of the work, please notify the professor).

3. **Analysis of SFBT Videotapes** (**20% of your grade**): During the semester students must view two specific Videos of SFBT master therapists and complete video analysis forms (found on Canvas). Students answer the questions and reflections on the form and turn in the responses by the due dates. The analysis of the master therapist's style, technique and your analysis and personal reflections on the therapist's work with clients is an important assignment that allows you to use critical thinking skills in observing a master practitioner. Links to the available videos can be found on Canvass or available through the the link to 'Alexander Street' through UT Direct).

4. **Video Demonstration of SFBT (25% 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 SFT Treatment Manual, Version 2. Students are free to use peers, friends, or other volunteers who know little about SFBT 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 professor is able to grade them over the course of the semester.

5. **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 and/or practice the associated skills. There are opportunities for students to use their own family history and life experiences in these activities: therefore, the confidentiality requirements listed on page 3 are to be observed closely.

   Class participation includes active class involvement and discussions about ideas gleaned from the readings and demonstrating an understanding of SFBT. Students ask specific questions they have related to readings, activities, and class discussions. Class involvement is graded based on the student's self-evaluation and the professor'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, comments, and/or other pertinent information.

Explanation of Course Grades: My goal is for industrious and motivated students to stand out and for average students to recognize that they get out of the class what they put into it. I want students to expand their knowledge base beyond the practice level they bring to the class. I think that grades should be viewed as a measure of understanding, integrating, and applying the course materials. I start the semester imagining that the all graduate students are "B" students and it is up to students to work their way up from there. To quote Sue Miller, "I do not _give_ grades; I record students' _achievements_! Students _earn_ grades."[1] Point values in my grading scheme are awarded based on what the student has gotten "right" in the assignment, not what they have missed or gotten "wrong".

VI. GRADES (See Grading Scale, page 6)

Assignment Point Values	Points
Essay Exam	20
Group Modeling of SFBT	20
Analysis of SFBT Videos	20
Video Demonstration of SFBT	25
Class Participation	15
Total =	100

VII. CLASS POLICIES

1. **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 professor's discretion. As soon as students know that they will not be able to attend class, they should e-mail or call (text) the professor. 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 VI for grading details.

2. Students enrolled in this 3 hour class should expect to spend two to three hours preparing for each hour in class per week (including reading required materials, completing assignments, preparing for assignments or exams, reviewing online content, etc.)

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

4. The grade for the course will be based on the student's ability to demonstrate knowledge and methods from the evidenced-based model of solution-focused therapy and effective interventions for finding solutions. I grade for what the student has right, not what they have presented that is wrong. Class attendance, participation, promptness in completing assignments, writing clearly and consisely are considered when assigning the grade. There are four 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.

VIII. 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

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[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

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 https://cmhc.utexas.edu/.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 are asked to 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: https://studentaffairs.utexas.edu/.

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://diversity.utexas.edu/disability/.

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. **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. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

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 https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy.

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.

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

IX. <u>**COURSE SCHEDULE**</u> This schedule is intended as a guide: the professor reserves the right to shift sessions and topics based on the learning needs of the class.

(1) September 3	*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 & Steve de Shazer Interview Video*
Assignment Due	➔ ***Selecting Modeling Groups: 4 groups with minimum of 4 people each.***

(2) September 10	*Client-Centered Therapy & Clients' Theories of Change*	**[#** pp]
Texts	Franklin, et.al. (2012): Ch 1	[15]
	De Jong & Berg (2008): 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 17	*Searching for Solutions: SFBT Frames for Success*
Readings	Bavelas, J., De Jong, P., Franklin, C., Froerer,A., Gingerich, W., Kim, J…. (2013) *Solution focused therapy treatment manual for working with individuals: 2nd version.* Solution-Focused Brief Therapy Association. [24]
	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]
	Iveson, C. (2002) Solution-focused brief therapy. *Advances in Psychiartic Treatment, 8*(2) [8]
	Lutz (2014) Beginning with strengths and resources: The therapeutic alliance. *Learning solution-focused therapy: An illustrated guide.* Washington,DC: American Psychiatric Publishing, Ch2 [22]
	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]
	129
Supplemental	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]
Assignment Due	➔ *Signing up for Due Dates for SFBT Video Analyses* ➔ *Group Discussion, Activity or Skill-Building Exercise*
(4) September 24	*SFBT "101" ~ Alliance, Assessment, & Finding a Solvable Problem*

Texts	De Jong & Berg (2008): 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] Lipchik, E. (2002) Emotions in solution-focused threrapy. *Beyond technique in solution-focused therapy.* New York, NY: Guilford Press, Ch 4 [15] Lutz,A. (2014) Language skills for solution-focused therapy *Learning solution- focused therapy: An illustrated guide.* Washington,DC: American Psychiatric Publishing, (Ch 4) [10] Murphy & Duncan, (2007) Assessment 1: Recruiting the heroic client. *Brief intervention for school problems,* 2nd Ed., New York, NY: Guilford, Ch 3. [39] 162
Supplemental	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]
Assignment Due	➔ *Group Modeling Video, & Skill Building Exercise*

(5) October 1	*SFBT ~ Finding Exceptions & Questioning Techniques*
Texts	De Jong & Berg (2008): Ch 6 (p. 109–113 & 117-121) [8]
Readings	Bannink, F. (2006). Motivation and the cooperative relationship (Ch 2). *1001 Solution-focused questions.* New York, NY: Norton. [8] 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) Sorting the wheat from the chaff: finding exceptions 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] Lipchik, E. (2002) Understanding clients. *Beyond technique in solution-focused therapy.* New York, NY: Guilford Press, Ch 3. [17] 104
Assignment Due	➔ *Group Modeling Video & Skill Building Exercise*

(6) October 8	*SFBT ~ The Miracle Question*
Text	De Jong & Berg (2008): Ch 5 [26]
Readings	Berg, I.K., & Dolan, Y. (2001) What dreams may come: stories of miracles *Tales of solutions.* New York, NY: Norton, Ch 2: pps 27-44 [17] 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] 89
Assignment Due	➔ *Group Modeling Video & Skill Building Exercise*

(7) October 15	*SFBT ~ Self-anchored Scaling*
Texts	De Jong & Berg (2008): Ch 6, (Pps. 113-117, Scaling Questions) [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] Lutz, A. (2014) Scaling questions and the miracle question. *Learning solution focused therapy: An illustrated guide.* Washington,DC: American Psychiatric Publishing, Ch 5 [9]
October 15, continued	55

Assignment Due	➔ *Group Modeling Video & Skill Building Exercise*

(8) October 232	*SFBT ~ Client Feedback, 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). Well-definfed goals. *Becoming solution-focused in brief therapy.* New York, NY: Brunner/Mazel, Ch 4 [10] 86
Essay Exam available on Canvas!	
Assignment Due	➔ *Group Modeling Video & Skill Building Exercise*

(9) October 39	*SFBT ~ Later Sessions*
Texts	De Jong & Berg (2013): Ch 8 [30]
Readings	Berg & Miller (1992) Strategies for maintaining and enhancing progress. *Working with the problem drinker: A solution-focused approach.* New York, NY: W.W. Norton, Ch 7 [21] Walter & Peller (1992) What do we do next? *Becoming solution-focused in brief therapy.* New York, NY: Brunner/Mazel, Ch 9 [18] 69
Assignment Due	➔ *Group Activity or Skill-Building Exercise*

(10) November 5	*Cultural Competency & Ethics* [**Essay Exam Due**]
Texts	De Jong & Berg (2013): Ch 12 [14] Kim (2014): Ch 1 (Also listed in Readings) [12]
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. *Solu- tion-focused brief therapy: A multicultural approach.* Ch 1. 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 (2 parts) [43] Dermer, Hemesath, & Russell, (1998) A feminist critique of SF therapy. *American Journal of Family Therapy. 26* (3) 239-249 [10]
Assignment Due	➔ ***Essay Exam Due*** ➔*Group Activity or Skill-Building Exercise*

11) November 12	*Does SFBT Work? The Evidence Base*
Text	Franklin, et.al. (2012): Ch 3, 4, 5, & 6 [55]

Readings	Kim (2014): Ch 3 (Also listed in Readings) [18]
	Franklin, C., & Hopson, L., (2007) Facilitating the use of evidence-based prac- tices in community organizations. *Journal of Social Work Education, 43* (3) [20]
	Franklin, C., & Montgomery, K. (2014) Does solution-focused brief therapy work? In J. Kim (Ed) *Solution-focused brief therapy: A multicultureal approach.* Thousand Oaks, CA: Sage Publications. Ch 3
Supplemental	93
	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]
Assignment Due	→ *Group Discussion, Activity or Skill-Building Exercise*

(12) November 19	*Applications: Special Populations & Settings* *Read your favorite 4-5*
Texts	De Jong & Berg (2013): Ch 14 (pp.288-298) [10]
Readings	Connie, E. & Metcalf, L. (2009) *The art of solution-focused therapy.* New York: Springer. Ch 8-9 [30]
	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]
	Lutz, A (2014) Solution-focused assessment (psychiatric & clinical evaluation). *Learning solution-focused therapy: An illustrated guide.*Washington,DC: American Psychiatric Publishing, (Ch 4) [22]
	Metcalf, L. (1998) Changing directions in group therapy. *Solution-focused group therapy.* New York: Free Press, Ch 1 [23]
	Selekman, M. (2002) Changing the family dance: S-O therapeutic experiments and strategies. *Living on the razor's edge: Solution-oriented brief family therapy with self-harming adolescents.* NY, NY: W.W. Norton, Ch 4 [22]
	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]
	Smock, S., Trepper, T., et.al. (2008) Solution therapy for level 1 substance abusers. *Journal of Marital & Family Therapy (34)* 1. [13]
	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]
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Assignment Due	→ *Discussion about the Essay exam and Activity or Skill-Building Exercise*

(13) November 26	*Applications: Special Problems:* *Read your favorite 4-5*
Texts	Franklin, et.al. (2012): Ch 6, (…conjoint couples treatment), Ch 15 …troubled & runaway youths), Ch 16 (…in school settings) [39]
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]
November 26, continued	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]
	Lipchik, E. (2002) The solution-focused approach to crisis. *Beyond technique in solution-*

	focused therapy. New York, NY: Guilford Press, Ch 12 [14]
	Lutz (2014) Solution-focused therapy with adiction. *Learning solution-focused therapy: An illustrated guide.* Washington, DC: American Psychiatric Publishing, (Ch 10) [15]
	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]
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	Thompson, S. & Sanchez, K. (2014) Solution-focused family therapy for troubled and runaway youths. In C.Franklin, T.Trepper, W. Gingerich, and E.McColloum (Eds) *Solution-focused brief therapy: A handbook of evidence-based practice.* New York, NY: Oxford Univeristy Press; Ch 15. [11]
	Turnell, A. & Edwards, S. (1999) Practice principles that build parnterships. *Signs of safety: A solution and safety oriented approach to child protection.* New York, NY: W.W.Norton, Ch 2. [19]
	Turnell, A. & Edwards, S. (1999) A map of the territory: The six practice elements. *Signs of safety: A solution and safety oriented approach to child protection.* New York, NY: W.W.Norton, Ch 3. [34] 195
Assignment Due	➔ *Skill-Building Exercise*

(14) December 3	*Last Class ~ Reflections & Evaluations*
Assignment Due	➔ *Final Class Reflections Activity*

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