

The University of Texas at Austin – Steve Hicks School of Social Work

Course Number:	SW 393R30	Instructor:	Cynthia Franklin, PhD LCSW-S
Unique Number:	61690	Email:	cfranklin@austin.utexas.edu
Semester:	Fall 2022	Office:	SWB 3.130J
Meeting Time/ Place: SSW 2.122	Wednesdays 9:30– 12:30 pm	Office Phone:	512-413 1946 cell Text message
		Office Hours:	Tuesday, 12:30-1:30 Other times by appointment
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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 taught through a combination of lectures, demonstrations of the practice interventions in each component skill, experiential skill-building exercises, role playing, videotapes of

SFBT, and discussions about how to learn the clinical skills needed to competently practice SFBT.

IV. REQUIRED TEXTS AND MATERIALS

A. Required

1. Lutz, A. B. (2014). *Learning Solution Focused Therapy: An Illustrated Guide*. Washington, DC: American Psychiatric Publishing. Video Illustrations from book: www.appi.org/Lutz
2. Online Readings & Videos: Readings/videos are available on **Canvas**.

B. Supplemental/Recommended for Further Learning of Skills

3. De Jong, P., & Berg, I.K. (2013) *Interviewing for solutions, 4th Edition*. Belmont, CA: Brooks/Cole.
4. Franklin, C., Streeter, C.L., Webb, L. & Guz, S. (2018). *Solution focused brief therapy in alternative schools: Ensuring student success and dropout prevention*. New York: Routledge.

V. COURSE REQUIREMENTS

1. **Reading Reflections on Assigned Readings and Class Participation: (25% of your grade):** You must turn in a written reflection each week on the assigned readings. Answer the three questions below.

Question 1: What are the top three takeaways that you personally gained from the readings? Be specific and cite examples from the readings in your own words and tell me what it means to you. Brief answers, no more than a paragraph or two.

Question 2: What are you most likely to use in the future with your clients? Be specific and tell me your rationales and why you think this is important for you. Brief answers, no more than a paragraph.

Question 3: What do you wish you had a better understanding of from the readings? Be specific and tell me what you did learn and ask a question or two that needs clarification for you. Brief answers no more than a paragraph.

- Turn reading reflections in on Canvas by **Monday at 11:59 p.m. prior to your Wednesday class to receive full credit**. Come to class prepared to discuss the readings and assigned videos.
- Reflections are graded based on answering the questions and turning them in the Monday before class. Student's Class participation is graded based on a combination of student self-report and the professor's observations of participation in classes.
- Class participation includes active involvement in discussions about ideas gleaned from the readings; asking questions about readings, activities, and learning SFBT best practices, and demonstrating curiosity about of SFBT practice.

- **Notify the professor before the class if you must be absent to receive an excused absence.**
 - **Benefit of the Reading Reflection and Class Participation Assignment:** This course is preparation for professional social work practice. Each class includes class participation in “Group Discussion Activities” and/or “Skill-building Exercises” as opportunities for students to practice what they are learning and to risk making mistakes in the safety of a learning environment. Completing readings and viewing videos that accompany readings are essential to your learning in this class. Being able to reflect on the readings and make connections to your own learning and experiences will help you remember and apply the theory, practice skills and techniques, in future situations with clients.
2. **Group Modeling of SFBT Questions and Skills and Reflection Paper (40% of your grade):** The class will divide into groups (your team) for studying and preparing short Zoom recorded role play demo that models one of the component parts of SFBT questions and skills and that also models work with an ethnic minority family or clients from BIPOC populations. Teams are to integrate learning from the readings related to multicultural practice. Each team’s goal is to experientially model the basic intervention practices of SFBT in a client(s)/social worker format and then show the video in class and answer questions about the case and skills used. The modeling is to recorded in Zoom and presented the class week where the questions and skills are covered. Please taken note that the assignment requires a Zoom recorded role play and demonstration of practice skills and not lecture or discussion about the skills. In addition, submit a 6-8 page reflection paper about your case and role play. The reflection paper must include a detailed write-up of your case (1-2 pages). Reflections on the questions and practices used in your video that analyzes the dialogue and client impact in your video. This means transcribing a few examples from your video and adding your thoughts about how the therapy skills worked and your ideas on what you might have done differently to improve.

Outline for Group Reflection Paper-6-8 DS paper with 1-inch margins and Times font

- a) Develop and write-up BIPOC Case (1-2 pages)
- b) Develop your Zoom video and watch it reflecting on how the social worker’s questions and approach worked well and some ways you could approach differently in the future to get better results.
- c) Pick out examples of your skills and dialogue and transcribe. Transcribe at a minimum 3-5 dialogic learning examples from your video and add reflections (e.g. The social worker said and then the client said in a sequence). Add a summary of your thoughts on how the social workers’ approach worked well or how to improve. **It is okay and expected for you to say you are happy with your work with the client and cite examples. I expect you to show examples of work well done as well as areas of improvement. (5-6 Pages).**
- d) Add a final paragraph summary saying what you learned most from the reflection and what you will take into the future into your practice.
- e) References are not required but if you use material from a text or other source or cite something you used in the case or learning then use APA 7th Edition format

Benefits of Role play Demo and Paper Reflections

You learn to practice SFBT by doing SFBT, The role-play and reflection paper provides an opportunity for you to learn from one another how to practice specific skills of SFBT, apply SFBT to a case, and to reflect on your learning. The assignment allows practice at critical analysis and self-awareness that are needed to be a practicing social worker

The reflection paper and analysis of the social workers technique and dialogue, and your team's analysis and personal reflections on the social worker's impact with client(s) are important learning tools for developing practice and critical thinking skills.

- All team members will be expected to contribute equally. **Please turn into the professor a summary of each person's contribution and specifically how they contributed to the preparation of your role play and class discussions.** All team members will be assigned the same grade for the role play demonstration and group discussion if everyone contributes. However, the professor will adjust the grade differentially if the work is not agreed upon by the team and distributed fairly. **If all members are not sharing work, please notify the professor.**

- 3. **Zoom Video Demonstration of SFBT (35% of your grade):** Each student must turn in a video demonstration of a solution-focused counseling session they have conducted (30-40 minutes). The video must include all the parts of a solution-focused counseling session as they are elucidated in the SFT Treatment Manual, Version 2 and you may follow the session protocol covered in the class. 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 video is being turned in as an assignment, that their participation is NOT confidential, and that the video may be used (with their permission) as a teaching instrument in the future. **More details about this assignment will be given in class and there is a sample video on Canvas under Rubric and Learning Resources.**

- **Benefits of making your own SFBT video Demonstration:** You get to practice the process and change skills for SFBT. You are more likely to remember how to practice SFBT if you rehearse it yourself and not just observe. Doing is knowing how to do. That is an SFBT principle but it is also a good learning principle.

All late assignments will be assessed a 5-point a day penalty past their due date. If you are having emergency contact the professor and ask for another due date.

VI. GRADES

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

VII. CLASS POLICIES

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 holiday, please let me know as soon as you know you will be absent. See section VI for grading details.

Student' Study Hours Estimates: Students enrolled in this 3-hour class should expect to spend two to three hours preparing for each hour spent in class per week (including reading required materials, completing assignments, preparing for group assignments or exams, and reviewing online content like videotapes)

No late assignments are accepted except in extreme emergencies and then only with advance permission from the professor. If students are in an emergency situation, they should immediately 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.

Grading Philosophy: 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 on a perspective of strengths, reinforcing what the student has done right in practicing SFBT, not in a review of their deficits in using SFBT.

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. Class attendance, participation, promptness in completing assignments, writing clearly and concisely are considered when assigning the grade.

Explanation of Course Grades: My goal is for each student to be able to take materials in this class into their practices with clients. I expect all graduate students to be industrious

and motivated and believe they will want to stand out for their excellence. All students will start with an A and it will be up to you to demonstrate you are not working hard and doing the assignments with rigor enough to keep it. I consider that grades should be viewed as a measure of effort, and understanding, integrating, and applying the course materials. I use rubrics for assignments and will follow them. I will look for curiosity and your eagerness to learn how to be the best social worker you can be. Relax and enjoy the learning.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's

policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

VII. COURSE SCHEDULE

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) August 24	<i>Course Overview and Introductions</i>
<p>Readings</p> <p>Assignments</p>	<ol style="list-style-type: none"> 1) Class introductions 2) Course (syllabus) review; class structure, assignments, readings (prep hours) 3) Communications: Use of Canvas emails, “office hours” 4) History and Identifying the Theoretical landscape of SFBT <p>Syllabus, Explore the Canvas Site for SFBT before the class.</p> <p>Get to know the Professor:</p> <p><i>Franklin, C. (2009) Acceptance Transparency and Research: Because the Others Want to Know. In Connie, E. & Metcalf, L. (Eds.). The art of solution-focused therapy. New York: Springer. Ch 8-9</i></p> <p>→ In class <i>Selection of Learning Groups (Teams): 6 groups Number off 1-4</i></p>

(2) August 31	<i>Theory, Process of Change, and Structure</i>
Texts	Lutz, chapter 1]
Readings	<p>Bavelas, J. et. al. (2014). Theoretical and research basis of co-constructing meaning in dialogue. <i>Journal of Solution focused Brief Therapy</i>, 1 (2).</p> <p>Beyebach, M. Neipp, MC., Solanes-Puchol, A., Beatriz, M & del-Rio, B.M. (2021). <i>Bibliometric differences between WEIRD & Non-WEIRD countries in outcome research on SFBT</i>. <i>Frontiers in Psychology</i>, doi: 10.3389?psyg2021.1754885</p> <p>Franklin, C., Zhang, A., & Froerer, A., Johnson, (2016). Solution-focused brief therapy: A systematic review and meta-summary of process research. <i>Journal of Marital and Family Therapy</i>, doi:10.1111/JMFT1219</p> <p>Froerer , A.E. and Connie, E.E. (2016) Solution-Building, the Foundation of Solution-Focused Brief Therapy: A Qualitative Delphi Study, <i>Journal of Family Psychotherapy</i>, 27:1, 20-34, DOI: 10.1080/08975353.2016.1136545</p>
Assignments	<p><u>Kim & Franklin Handout-Structure of SFBT Sessions</u></p> <p><u>Lipcijhik interview on history of SFBT</u> https://www.youtube.com/watch?v=a8VYHPytc8</p> <p><i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i></p>

(3) September 7	Strengths and Resources and Exceptions (Positive Differences)
Texts	Lutz chapter 2 & 3
Readings	<p>Bavelas, J., De Jong, P., Franklin, C., Froerer,A., Gingerich, W., Kim, J.... (2013) <i>Solution focused therapy treatment manual for working with individuals: 2nd version</i>. Solution-Focused Brief Therapy Association.</p> <p>Kim, J.S., Smock-Jordan, S., Franklin, C., & Froerer, A. (2019). Is solution-focused brief therapy evidence-based? An update 10 years later. <i>Families in Society: The Journal of Contemporary Social Services</i>, 1-12. https://doi.org/10.1177/1044389419841688</p> <p>Kooronkot, J., Moosa, A., Froerer, A., Rajan, S.K., (2022). Solution focused vs problem focused questions on affect & processing speed among individuals with depression. <i>Journal of Contemporary Psychotherapy</i>, doi:10.1007?s10879-022-09549-4</p>

<p>Watch videos</p> <p>Assignments Due</p>	<p>Neipp, M., & Mark Beyebach, M. (2022). The global outcomes of solution-focused brief therapy: A Revision, <i>The American Journal of Family Therapy</i>, 1-18. https://doi.org/10.1080/01926187.2022.2069175</p> <p>Lutz book, Video Vignettes from chapters 2& 3</p> <p><i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i></p> <p>Group 1: Role Play and Modelling of Strengths, resources and exceptions and Class Discussion</p>
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(4) September 14 <i>Goal Construction, Preferred Future and What the client wants to be different</i>	
<p>Texts</p> <p>Readings</p> <p>Watch Videos</p> <p>Assignment Due</p>	<p>Lutz Chapter 4 & 6</p> <p>González Suitt, K., Franklin, C., & Kim, J. (2016). Solution-focused brief therapy with Latinos: a systematic review. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 25(1), 50-67. doi:10.1080/15313204.2015.1131651</p> <p>Yakup, I. (2019). Solution focused Brief Therapy & Spirituality. <i>Spiritual Psychology and Counseling</i>, 4 (2). 143-161. Doi: 1012738/SPC2019.420065.</p> <p>Lutz video vignettes from chapters 4 & 6</p> <p><i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i></p> <p>Group 2: Role play, Modeling and Class Discussion of Goal construction and Preferred Future</p> <p>Group 1 Reflection Paper</p>

(5) September 21 <i>SFBT ~ Scaling and Miracle Questions</i>	
<p>Texts</p> <p>Readings</p>	<p>Lutz chapter 5</p> <p>Kim, J.S. Franklin, C., (2015). The use of positive emotion in solution-focused brief therapy. <i>Best Practices in Mental Health</i>, 11(1), 25-41. doi: 10.3534839</p> <p>Kayrouz, R., & Hansen, S. (2020). I don't believe in miracles: Using the ecological validity model to adapt the miracle question to match the client's cultural preferences and characteristics. <i>Professional Psychology: Research and Practice</i>, 51(3), 223–236. https://doi.org/10.1037/pro0000283</p>

Videos	Lutz Chapter 5 video clips and Insoo Kim Berg on how to ask the miracle question
Assignment Due	<i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i> Group 3: Role play, Modeling and class discussion of Scaling and Miracle Question Group 2 Reflection Paper
(6) September 28 <i>Coping, Other Useful Questions and how to Adapt Questions</i>	
Readings	Lee, M. Y. (2003). A solution focused approach to cross-cultural social work practice: Utilizing cultural strengths. <i>Families in Society</i> , 84 (3), 385-395.
Videos	<u>100 Questions</u> <u>Elliot Connie</u> https://www.youtube.com/watch?v=4AwueRS4RWM
Assignments Due	<i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i> Group 4: Role Play and modelling and class discussion of coping and other useful questions Group 3 Reflection Paper
(7) October 5 <i>SFBT ~Ending Sessions: Break, Reflections, Client Feedback</i>	
Readings	Huber, F. and Durrant, M.(2014) "The Break (and Summary) in Solution Focused Brief Therapy: Its Importance and Client Experiences*," <i>Journal of Solution Focused Practices: Vol. 1 : Iss. 1 , Article 7.</i> Available at: https://digitalscholarship.unlv.edu/journalsfp/vol1/iss1/7
Videos	Brief Blog Ending sessions with clients https://www.brief.org.uk/blog/2017/07/13/any-advice-for-final-sessions-(especially-when-someone-may-not-want-to-finish-but-the-sessions-have-run-out!)/
Assignment Due	<i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i> Group 5: Role play, Modelling and Class Discussion of ending sessions. Group 4 Reflection Paper

(8) October 12	<i>SFBT- Assessment and Later Sessions</i>
Texts	Lutz Chapter 7
Video	<i>Video Clips from Lutz chapter 7</i> <u>Running SFBT sessions: Conversation with Elliott and Adam. Tomorrow Questions</u> https://www.youtube.com/watch?v=VnsFCKx6t4A
Assignments Due	<i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i> Group 6: Role play, Modeling and Class Discussion on Assessment and Later Sessions Group 5 Reflection Paper
(9) October 19	<i>SFBT Skills for working with involuntary and mandated clients</i>
Texts	Lutz chapter 9 & 10
Readings	Franklin C, Hai AH. Solution-Focused Brief Therapy for Substance Use: A Review of the Literature. <i>Health Soc Work</i> . 2021 Jun 21;46(2):103-114. doi: 10.1093/hsw/hlab002. PMID: 33969410. Hsu, K.S., Eads, R. Lee, M. Y., Wen, Z. (2021). Solution focused brief therapy for behavior problems in children and adolescents: A meta-analysis of treatment effectiveness. <i>Children & Youth Services Review</i> , 120(8), 105620. https://doi.org/10.1016/j.childyouth.2020.105620
Assignment Due	Berg on working with mandated clients: Cases and thoughts in a paper. <i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i> Group 6 Reflection Paper
(10) October 26	<i>SFBT skills for Children, Adolescents, and Families</i>
Readings	Franklin C., Guz S., Zhang, A., Kim, J. S., Zheng, H., Hai, A. H., Cho, Y., & Shen, L. (2020). Solution-focused brief therapy for students in schools: A comparative meta-analysis of the English and Chinese literature. <i>Journal of the Society for Social Work and Research</i> , 13(2), 381-407. https://doi.org/10.1086/712169 Franklin, C., Bolton, K. & Guz, S. Gonzales, K.S. (2019). Solution-focused brief family therapy. In B. Fiese (Ed.), <i>APA handbook of contemporary family psychology</i> . Washington DC: American Psychological Association.

Videos	<p>Franklin, C. & Guz, S. (2017). Tier one Interventions. .Chapter in In J.S. Kim, M.S. Kelly and C. Franklin, Solution focused brief therapy in schools. New York: Oxford University Press.</p> <p>I am glad to be Alive Franklin & Berg</p> <p>KidsSkills https://www.youtube.com/watch?v=QhvY-W1gRGU</p> <p><u>Linda Metcalf -Family Services in Schools Example</u>. In C. Franklin, M.B. Harris, & P. Allen-Meares (Eds). <i>School Services Sourcebook, third Edition</i>, New York: Oxford University Press. https://utexas.box.com/s/733uf6yg7onybk6c2xej6rawlm01pxjo</p>
Assignment Due	<i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i>
(13) November 2	SFBT in Groups
Readings	<p>Kim, J, Kelly, MS. & Franklin, C. (2017). SFBT in Action: Case examples from school social workers. In Solution focused brief therapy in schools., second edition. New York: Oxford University Press.</p> <p>Wallace, L. B., Hai, A. H. & Franklin, C. (2020). An evaluation of Working on What Works (WOWW): A solution focused intervention for schools. <i>Journal of Marital and Family Therapy</i>. https://doi.org/10.1111/jmft.12424</p>
Videos	<p><u>John Sharry,</u> <u>SFBT in groupwork</u> https://www.youtube.com/watch?v=mzN5BvIA9Cs</p>
Assignments	<i>Reading Reflections, turned in on Canvas and be ready to discuss in class.</i>
11) November 9	<u>Video Preparation Day</u>
	Review assignment and rubrics on canvas.
(12) November 16	<i>SFBT for Trauma and Crisis Intervention</i>
Readings	<p>Eads, R. and Lee, M. Y. (2019) "Solution Focused Therapy for Trauma Survivors: A Review of the Outcome Literature," <i>Journal of Solution Focused Practices</i>: Vol. 3 : Iss. 1 , Article 9. Available at: https://digitalscholarship.unlv.edu/journalsfp/vol3/iss1/9</p>

Assignment Due	<p><i>Ding, X. Zeng. W., Franklin, C. & Nowicki, J. (in press). A solution focused approach to crisis intervention. In C. Franklin, M.B. Harris, & P. Allen-Meares (Eds). School Services Sourcebook, third Edition, New York: Oxford University Press.</i></p> <p><i>Reading Reflections, turned in on Canvas and be ready to discuss in class</i></p>
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(14) November 23	<i>Happy Fall Break!</i>
	No class.

(15) November 30	<i>Last Class ~ Class Evaluation and Wrap-up</i>
Assignment Due	→ Video Demos of SFBT Due. Final Class.

Further Learning Resources

- **Garza High School, A Solution-Focused High School.**

<https://www.austinisd.org/schools/garza>

- **Solution-Focused Brief Therapy Association.** <http://www.sfbta.org>.

- **Simply Focus Podcast: The Good Life Approach. Solution focus in schools works:**

From Garza High School to the worldwide evidence with Professor Cynthia

Franklin

<https://podcasts.google.com/feed/aHR0cHM6Ly93d3cuc2ZvbnRvdXIuY29tL2ZlZWQvcG9kY2FzdC8/episode/aHR0cDovL3d3dy5zM9udG91ci5jb20vP3Bvc3RfdHlwZT1wcm9qZWNOJnA9NjU5MA?hl=en&ved=2ahUKEwissIGBh93qAhUF5awKHdwEDCIQieUEegQICxAS&ep=6>

- **Solution focused Schools Unlimited.**
<https://solutionfocusedschoolconference.wordpress.com/>
- **Institute for Solution Focused Therapy**
<https://solutionfocused.net/>
- **Solution Focused University**
<https://thesfu.com/>
- **Denver Center for Solution Brief Therapy**
<https://denversolutions.com/about.html>
- **Master Therapists (Recommended: I'd Rather Hear Laughter, Insoo Kim Berg)**
https://search-alexanderstreet-com.ezproxy.lib.utexas.edu/counseling-therapy/view/work/bibliographic_entity%7Cvideo_work%7C1778954

Summary Calendar of Assignments and Due Dates

(Upload all assignments to Canvas by due dates)

1. Reading Reflections on Assigned Readings and Class Participation: (25% of your grade)

Due: Weekly.

Due weekly on **Mondays at 11:59 p.m. prior to your Wednesday class every week there are assigned readings and/or class meetings.**

Due: See weekly break down on syllabus.

Questions to Answer:

Question 1: What are the top three takeaways that you personally gained from the readings? Be specific and cite examples from the readings in your own words and tell me what it means to you. Brief answers, no more than a paragraph or two.

Question 2: What are you most likely to use in the future with your clients? Be specific and tell me your rationales and why you think this is important for you. Brief answers, no more than a paragraph.

Question 3: What do you wish you had a better understanding of from the readings? Be specific and tell me what you did learn and ask a question or two that needs clarification for you. Brief answers no more than a paragraph.

2. Zoom Group Modeling of SFBT Questions and Skills and Reflection Paper: (40% of your grade)

Due dates through-out semester assigned by group number and topic.

All Reflection Papers due the following week after the topic on the class day by 9:30 am.

Group 1: September 7 Strengths, resources, and exceptions

Group 2: September 14 Goal Construction, Preferred Future

Group 3: September 21, Scaling and Miracle Questions

Group 4: September 28, Coping and Other Useful Questions

Group 5: October 65 Ending Sessions, Break and Reflections

Group 6: October 12, Assessment and Later Sessions

3. Video Demonstration of SFBT: (35% of your grade)

Due: November 30th last day of class by 9:30AM