

**THE UNIVERSITY OF TEXAS  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 393R30	<b>Instructor:</b>	Amberly Prykhodko, LCSW (she/her/hers)
<b>Unique Number:</b>	62045	<b>Email:</b>	amberly.prykhodko@austin.utexas.edu
<b>Semester:</b>	Fall 2023	<b>Office:</b>	3.104A
<b>Meeting Time/Place:</b>	Wednesdays	<b>Office Phone:</b>	903-371-2793
	9:30am – 12:30pm	<b>Office Hours:</b>	By appointment
	SSW 2.122		

**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. REQUIRED TEXT 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](http://www.appi.org/Lutz)
2. Online Readings & Videos: Readings/videos will be made 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 Tuesday 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 Tuesday 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.

**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 for studying and preparing short Zoom recorded role play demo that models one of the component parts of SFBT questions and skills. 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 be recorded in Zoom and presented to the class week where the questions and skills are covered. Please take 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 4-6 page reflection paper about your case and role play. The reflection paper must include a detailed write-up of your case (1 page) and 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-** 4-6 pages using APA 7th Edition format

- a) Develop and write-up case (1 page)
- b) Develop your Zoom video and watch it reflecting on how the social workers' questions and approach worked well and some ways you could approach differently in the future to get better results.
- c) Identify examples of the 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. (3-5 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 (20 minutes maximum). The video must include all the parts of a solution-focused counseling session as they are elucidated in the SFBT 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

1. **Diversity, Equity and Inclusion:** Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.
2. **Attendance:** Attendance is expected at all sessions for the entire class period. You must participate and turn in all assignments. Because this class is very interactive and experiential, you must attend every class to acquire the necessary SFBT skills. Be aware that more than one unexcused absence could result in a lower overall grade.
3. **Student responsibilities:** Students are expected to be prepared for each session and to participate in class discussions, exercises, etc. Failure to submit a paper or being unprepared to discuss your paper or reading for the week will result in a grade of zero being recorded for that week's work.
4. Please do not use cell phones, text messaging or send or read emails during class.
5. **Timely submission of assignments:** Each assignment is due at the start of class. **Late assignments will not be accepted unless you have a legitimate and documented emergency.** If this is the case, please discuss the situation with Professor Prykhodko. These will be evaluated on a case-by-case basis. I understand that circumstances can create issues that we might not anticipate. If you foresee any issue with completing your assignment on time, it is your responsibility to reach out to Professor Prykhodko as soon as possible. There is no guarantee that I will extend a due date. Please talk with me and I will be as flexible as possible. Other than emergencies approved by the instructor, late assignments will be assessed point penalties at the rate of five (5) points each day late.
6. **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.
7. 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.

## 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.

**ACCESSIBLE/COMPLIANT STATEMENT:** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**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.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
<p><b>WEEK 1</b> <b>8/23/23</b></p>	<p>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 Syllabus, Explore the Canvas Site for SFBT before the class. Get to know the Professor:</p>	<p>Learn how to use the Canvas website if you are not familiar with it. You can access Canvas at <a href="http://canvas.utexas.edu/">http://canvas.utexas.edu/</a>.</p> <p>If you are unable to log into the course on Canvas, check to be sure that you are registered for the course first, then call the ITS Help Desk at 475-9400.</p>	

	In class Selection of Learning Groups (Teams)		
<b>Week 2 8/30/23</b>	<p>Theory, Process of Change, and Structure</p> <ul style="list-style-type: none"> <li>• Kim &amp; Franklin Handout- Structure of SFBT Sessions</li> <li>• Lipchik interview on history of SFBT</li> </ul> <p><a href="https://www.youtube.com/watch?v=a8VYHPyatc8">https://www.youtube.com/watch?v=a8VYHPyatc8</a></p>	Reading Reflection	<p>Bavelas, J. et. al. (2014). Theoretical and research basis of co-constructing meaning in dialogue. Journal of Solution focused Brief Therapy, 1 (2).</p> <p>Beyebach, M. Neipp, MC., Solanes-Puchol, A., Beatriz, M &amp; del-Rio, B.M. (2021). Bibliometric differences between WEIRD &amp; Non-WEIRD countries in outcome research on SFBT. Frontiers in Psychology, doi: 10.3389/psyg2021.1754885</p> <p>Froerer , A.E. and Connie, E.E. (2016) Solution-Building, the Foundation of Solution-Focused Brief Therapy: A Qualitative Delphi Study, Journal of Family Psychotherapy, 27:1, 20-34, DOI: 10.1080/08975353.2016.1136545</p>
<b>Week 3: 9/6/23</b>	Strengths and Resources and Exceptions (Positive Differences)	<p>Reading Reflection</p> <p>Group 1: Role Play and Modelling of Strengths, resources and exceptions</p>	<p>Lutz chapter 2 &amp; 3</p> <p>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.</p>

<p><b>Week 4:</b> <b>9/13/23</b></p>	<p>Goal Construction, Preferred Future</p> <ul style="list-style-type: none"> <li>• What the client wants to be different</li> </ul>	<p>Reading Reflection</p> <p>Group 2: Role play, Modeling and Class Discussion of Goal construction and Preferred Future</p>	<p>Lutz Chapter 4 &amp; 6</p> <p>Yakup, I. (2019). Solution focused Brief Therapy &amp; Spirituality. <i>Spiritual Psychology and Counseling</i>,4 (2). 143-161. Doi: 1012738/SPC2019.42006 5.</p>
<p><b>Week 5:</b> <b>9/20/23</b></p>	<p>Scaling and Miracle Questions</p>	<p>Reading Reflection</p> <p>Group 3: Role play, Modeling and class discussion of Scaling and Miracle Question</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><b>Week 6:</b> <b>9/27/23</b></p>	<p>Coping, Other Useful Questions and how to Adapt Questions</p>	<p>Reading Reflection</p> <p>Group 4: Role Play and modelling and class discussion of coping and other useful questions</p>	<p>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.</p>
<p><b>Week 7:</b> <b>10/4/23</b></p>	<p>Ending Sessions: Break, Reflections, Client Feedback</p>	<p>Reading Reflection</p> <p>Group 5: Role play, Modelling and Class Discussion of ending sessions.</p>	<p>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</i>: Vol. 1 : Iss. 1 , Article 7. Available at: <a href="https://digitalscholarship.unlv.edu/journalsfp/vol1/iss1/7">https://digitalscholarship.unlv.edu/journalsfp/vol1/iss1/7</a></p>
<p><b>Week 8:</b> <b>10/11/23</b></p>	<p>Assessment and Later Sessions</p>	<p>Reading Reflection</p>	<p>Lutz Chapter 7</p>

		Group 6: Role play, Modeling and Class Discussion on Assessment and Later Sessions	
<b>Week 9: 10/18/23</b>	SFBT Skills for working with involuntary and mandated clients	Reading Reflection	Lutz chapter 9 & 10  Franklin C, Hai AH. Solution-Focused Brief Therapy for Substance Use: A Review of the Literature. Health Soc Work. 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. Children & Youth Services Review, 120(8), 105620. <a href="https://doi.org/10.1016/j.chidyouth.2020.105620">https://doi.org/10.1016/j.chidyouth.2020.105620</a>
<b>Week 10: 10/26/23</b>	Video preparation day		
<b>Week 11: 11/1/23</b>	SFBT skills for Children, Adolescents, and Families	Reading Reflection  Group Reflection Papers	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><b>Week 12:</b> <b>11/8/23</b></p>	<p>SFBT in Groups</p>		<p>Kim, J, Kelly, MS. &amp; 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. &amp; Franklin, C. (2020). An evaluation of Working on What Works (WOWW): A solution focused intervention for schools. Journal of Marital and Family Therapy. <a href="https://doi.org/10.1111/jmft.12424">https://doi.org/10.1111/jmft.12424</a></p>
<p><b>Week 13:</b> <b>11/15/23</b></p>	<p>SFBT for Trauma and Crisis Intervention</p>	<p>Reading Reflection</p>	<p>Eads, R. and Lee, M. Y. (2019) "Solution Focused Therapy for Trauma Survivors: A Review of the Outcome Literature," Journal of Solution Focused Practices: Vol. 3 : Iss. 1 , Article 9. Available at: <a href="https://digitalscholarship.unlv.edu/journalsfp/vol3/iss1/9">https://digitalscholarship.unlv.edu/journalsfp/vol3/iss1/9</a></p>
<p><b>Week 14:</b> <b>11/29/23</b></p>	<p>Bringing It All Together SFBT Q&amp;A</p>	<p>Video demonstrations</p>	

**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://solutionfocussedschoolconference.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/counselingtherapy/view/work/bibliographic\\_entity%7Cvideo\\_work%7C1778954](https://search-alexanderstreet-com.ezproxy.lib.utexas.edu/counselingtherapy/view/work/bibliographic_entity%7Cvideo_work%7C1778954)