

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

Course Number:	SW 393R30	Instructor:	Cynthia Franklin, PhD, LCSW-S, LMFT
Unique Number:	61195	Email:	cfranklin@austin.utexas.edu
Semester:	Fall 2024	Office:	Walter Webb Hall
Meeting Time/Place:	Wednesdays, 9:30am-12:30pm	Phone Number:	(512) 471-0533 (office) (512) 413-1946 (cell) If urgent, text.
	Parlin Hall 204	Office Hours:	Tuesdays from 12:30pm-1:30pm (Other times by appointment.)
		TA:	Jeeyeon Hong jhong@utexas.edu

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 (SFBT). The content will include the history of the SFBT approach within the framework of systems; cognitive approaches, i.e., research related to the approach with different populations; and a heavy emphasis on skill development and practice.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, 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 in problem areas or for 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 into practice with frequently seen problems, such as chemical dependency, child maltreatment, and childhood behavioral problems;
6. And 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 ways to learn the clinical skills needed to competently practice SFBT.

IV. REQUIRED TEXTS AND MATERIALS

1. Required:
 - i. Lutz, A. B. (2014). *Learning Solution Focused Therapy: An Illustrated Guide*. Washington, DC: American Psychiatric Publishing. Video Illustrations from book: www.appi.org/Lutz
 - ii. Online Readings & Videos: Readings/videos are available on *Canvas*.
2. Supplemental/Recommended for Further Learning of Skills:
 - i. De Jong, P., & Berg, I.K. (2013) *Interviewing for solutions, 4th Edition*. Belmont, CA: Brooks/Cole.
 - ii. 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

Reading Reflections on Assigned Readings and Class Participation (25.02% of your grade):

You must turn in a written reflection each week on the assigned readings answering the three questions below.

Question 1: What are the top three takeaways that you gained from the readings? Be specific by citing examples from the readings in your own words and explaining their significance to you. Be brief with your answers, no more than a paragraph or two.

Question 2: What knowledge or skills are you most likely to use in the future with your clients? Be specific by explaining your rationales and their importance for you. Be brief with your answers, no more than a paragraph.

Question 3: What do you wish you better understood from the readings? Be specific by describing what you learned and by asking a question or two about topics that you need clarification. Be brief with your answers, no more than a paragraph.

- Turn reading reflections in on Canvas by **Monday at 11:59pm 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 and the demonstration of curiosity about SFBT practice by asking questions about readings, activities, and SFBT best practices.

- **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 in preparation for professional social work practice. Each class involves 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 and practice skills and techniques in future situations with clients.

Group Modeling of SFBT Questions and Skills and Reflection Paper (39.98% of your grade):

- A. The class will be divided into groups (your team) for studying and preparing a **short (i.e., 10-15 minutes) Zoom-recorded** demo that models one of the component parts of the SFBT questions and skills and that also **models work with underserved clients**. Cases can be based on individual or family clients. Teams are to integrate learning from the readings related to practice. Each team’s goal is to experientially model the questions and 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. Please note that the assignment requires a Zoom-recorded role play and demonstration of practice skills and *not* a lecture or discussion about the skills. In addition, each group is required to submit a 6- to 8-page reflection paper about their case and role play. The reflection paper must include a detailed write-up of the case (1-2 pages). Reflections on the questions and practices used in the recording should analyze the dialogue and client impact in the role play. That is, transcribe a few examples from your video, and provide your thoughts regarding ways the therapy skills were effective and what you might have done differently to improve.
 - a. All team members will be expected to contribute equally. Take turns asking questions in the interview. **Please submit** a summary of each person’s contribution, specifically how they contributed to the preparation of the role play and class discussions. All team members will be assigned the same grade for the role play demonstration and group discussion provided everyone’s active participation. However, the professor reserves the right to assign a differential grade if fair work distribution is not agreed upon by the team in the group feedback. **If all members are not sharing in the work, please notify the professor.**
- B. **Group Reflection Paper:** 6-8 pages, double-spaced with 1-inch margins in Times New Roman font.
 - a. Develop and write a case preferably with client examples (1-2 pages).
 - b. Develop your Zoom video then review it by reflecting on ways in which the social worker’s questions and approach were effective and identifying ways they could approach the client differently in the future to impact better outcomes.

- c. Select examples from your dialogue and skills, and transcribe. Transcribe a minimum of 3-5 dialogic learning examples (i.e., what the client says and what the social workers says) in a sequence from your video. Provide a reflection of those examples. 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. I expect you to show examples of work well done as well as areas of improvement (5-6 pages).
- d. Include a final paragraph summary describing what you learned most from the reflection and what you will take into your future practice.
- e. References are not required, but if you use material from a text or other source, use APA 7th Edition format to cite.

Benefits of role play demo and paper reflections:

You learn to practice SFBT by doing SFBT. The role play and reflection paper provide an opportunity to learn from one another through the practice of specific skills of SFBT and application of SFBT to a role play case while also reflecting on your learning. The assignment allows practice of critical analysis and self-awareness that are needed in the toolkit of a practicing social worker.

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 SFBT Treatment Manual, Version 2. You may follow the session protocol covered in the class that is also available on Canvas. Students can have 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, their participation is NOT confidential, and 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. A sample video is available on Canvas under Rubric and Learning Resources.**

Benefits of making your own SFBT video demonstration:

You are able to practice the process and change skills for SFBT. You are more likely to remember the practice of SFBT if you rehearse it yourself and not simply observe. Doing is *knowing how to do*—an SFBT principle and also a good learning principle in general.

All late assignments will be assigned a 5-point penalty per day past the deadline. **If you are experiencing an emergency, contact the professor and request an adjusted 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. In the case that the student is not able to attend class, they should e-mail, call, or text the professor as soon as possible. Students' observance of religious holy days are respected. If a student must miss class to observe a religious holiday, please inform the professor as soon as they are aware they will be absent. See section VI for grading details.

Student's Study Hours Estimate: 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).

Late assignments are not accepted except in extreme emergencies and 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 with a 5-point penalty per day past the deadline.

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 SFBT and effective interventions for finding solutions. I grade on a perspective of strengths, reinforcing what the student has done right in practicing SFBT and 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 assignment completion, and clear and concise writing 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 that all students will seek to stand out for their excellence. All students will start with an A, and it will be up to the student to demonstrate their hard work and rigor in maintaining that grade. I believe that grades should be viewed as a measure of effort and understanding as well as the integration and application of the course materials. I use rubrics

for assignments and will follow them. I will look for your curiosity and eagerness to learn to be the best social worker you can be. Relax, and enjoy the learning.

VIII. UNIVERSITY POLICIES

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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:

<https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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

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.

Week	Date	Topic	Assignment Due	Readings and Videos
1	Aug. 28	<p>Course Overview and Introductions</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 5. In class Selection of Learning Groups (Teams): Groups pre-selected 		<p>Get to know the Professor: <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>
2	Sept. 4	<p>Theory, Process of Change, and Structure</p>	<p><i>Reading Reflection #1 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i></p>	<p>Lutz, Chapter 1</p> <p>Bavelas, J., et. al. (2014). Theoretical and research basis of co-constructing meaning in dialogue. <i>Journal of Solution Focused Brief Therapy, 1</i>(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. Frontiers in Psychology, doi: 10.3389?psyg2021.1754885</i></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>Taylor L, & Simon, J. (2012). Opportunities: Organizing the solution focused interview. <i>Journal of Systemic Therapies</i> 33(4), pp-62-68. https://doi.org/10.1521/jsyt.2014.33.4.62</p> <p>Videos: Kim & Franklin Handout-Structure of SFBT Sessions</p> <p>Lipchik interview on history of SFBT: https://www.youtube.com/watch?v=a8VYHPyadc8</p>
3	Sept. 11	<p>Getting Started: Strengths, Resources, and Exceptions (Positive Differences)</p> <p>Group 1: Role play, modeling of strengths, resources, and exceptions, and class discussion</p>	<p><i>Reading Reflection #2 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i></p>	<p>Lutz, Chapters 2 & 3</p> <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</p>

				<p>with depression. <i>Journal of Contemporary Psychotherapy</i>. https://doi.org/10.1007?s10879-022-09549-4</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>Videos: Lutz video vignettes from Chapters 2 & 3</p>
4	Sept. 18	<p>Goal Construction, Preferred Future, and Miracle Questions</p> <p>Group 2: Role play, modeling, and class discussion of goal construction and preferred future</p>	<p><i>Reading Reflection #3 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i></p> <p>Group 1 Reflection Paper</p>	<p>Lutz, Chapters 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. https://doi.org/10.1080/15313204.2015.1131651</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> <p>Yakup, I. (2019). Solution focused Brief Therapy & Spirituality. <i>Spiritual Psychology and Counseling</i>, 4(2). 143-161. https://doi.org/1012738/SPC2019.420065.</p> <p>Videos: Lutz video vignettes from Chapters 4 & 6</p>

				Video clips and Insoo Kim Berg on how to ask the miracle question https://www.youtube.com/watch?v=vTylNRr1RZM
5	Sept. 25	<i>Independent Preparation; Getting Started on Your Video Final Assignment</i>		Review assignment and rubrics on Canvas Review SFBTA training manual SFBTA.org or on Canvas How to Structure a Sessions handout on Canvas
6	Oct. 2	<i>SFBT ~ Scaling Questions</i> Group 3: Role play, modeling, and class discussion of scaling questions	<i>Reading Reflection #4 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i> Group 2 Reflection Paper	Lutz, Chapter 5 Lee, M.Y., Eads, R., & Magier, E. (2022). The miracle and scaling questions for building solutions. In L. Rapp-McCall, K. Corcoran, & Roberts, A. R. (Eds.), <i>Social workers' desk reference</i> (4th ed., pp. 504–510). Oxford University Press.
7	Oct. 9	<i>Coping, Other Useful Questions, and How to Adapt Questions</i> Group 4: Role play, modeling, and class discussion of coping and other useful questions	<i>Reading Reflection #5 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i> Group 3 Reflection Paper	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. Video: "100 SFBT Questions Explained" by Elliot Connie: https://www.youtube.com/watch?v=4AwueRS4RWM
8	Oct. 16	<i>SFBT ~ Ending Sessions: Optional Break, Reflections, and Client Feedback</i> Group 5: Role play, modeling, and class discussion of ending sessions	<i>Reading Reflection #6 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i> Group 4 Reflection Paper	Huber, F., & 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: https://digitalscholarship.unlv.edu/journal/sfp/vol1/iss1/7 Video:

				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!)/
9	Oct. 23	SFBT ~ Assessment and Later Sessions Group 6: Role play, modeling, and class discussion on assessment and later sessions	<i>Reading Reflection #7 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i> Group 5 Reflection Paper	Lutz, Chapter 7 Richmond, C., & Smock-Jordan, S. (2014). Effects of solution focused versus problem focused intake questions and pretreatment change. <i>Journal of Systemic Therapies</i> , 33(1). 33-47. https://doi.org/10.1521/jsyt.2014.33.1.33 Videos: Lutz video vignettes from Chapter 7 Running SFBT sessions: Conversation with Elliott and Adam (Tomorrow Questions): https://www.youtube.com/watch?v=VnsFCKx6t4A
10	Oct. 30	SFBT Skills for Working With Involuntary and Mandated Clients	<i>Reading Reflection #8 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i> Group 6 Reflection Paper	De Jong, P., & Kim Berg, I. (2001). Co-Constructing cooperation with mandated clients. <i>Social Work</i> , 46(4), 361–374. https://doi.org/10.1093/sw/46.4.361
11	Nov. 6	Practice SFBT Skills for Working With Children, Adolescents, and Families	<i>Reading Reflection #9 turned in on Canvas on Monday prior to class at 11:59pm. Be ready to discuss in class.</i>	Franklin C., Guz S., Zhang, A., Kim, J. S., Zheng, H., Hai, A. H., Cho, Y., & Shen, L. (2022). 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

				<p>brief family therapy. In B. Fiese (Ed.), <i>APA handbook of contemporary family psychology</i>. Washington DC: American Psychological Association.</p> <p>Kim, J., Kelly, M.S., & Franklin, C. (2017). <i>SFBT in action: Case examples from school social workers. In solution focused brief therapy in schools, second edition</i>. New York: Oxford University Press.</p> <p>Videos: I am glad to be Alive-Franklin & Berg</p> <p>KidsSkills: https://www.youtube.com/watch?v=QhvY-W1gRGU</p> <p>Linda Metcalf. "Family Services in Schools." In Franklin, C., Harris, M.B., & Allen-Meares, P. (Eds). <i>School Services Sourcebook, third Edition</i>, New York: Oxford University Press. https://utexas.box.com/s/733uf6yg7onybk6c2xej6rawlm01pxjo</p>
12	Nov. 13	<i>More Practice With SFBT Skills</i>		No additional readings.
13	Nov. 20	<i>Video Preparation Day and Individual Meetings With Professor</i>		
		Review assignment and rubrics on Canvas		
		Review SFBTA training manual SFBTA.org or on Canvas		
		How to Structure a		

		Sessions handout on Canvas		
14	Nov. 27	<i>Happy Fall Break</i>		
15	Dec. 4	<i>Last Class ~ Class Evaluation and Wrap-Up</i>	<i>Individual Video Demos of SFBT Due</i>	

X. BIBLIOGRAPHY

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.

Bavelas, J., De Jong, P., Jordan, S.S., & Korman, H. (2014). Theoretical and research basis of co-constructing meaning in dialogue. *Journal of Solution focused Brief Therapy*, 1(2).

Beyebach, M. Neipp, MC., Solanes-Puchol, A., Beatriz, M & del-Rio, B.M. (2021).

Bibliometric differences between WEIRD & Non-WEIRD countries in outcome research on SFBT. Frontiers in Psychology.

<https://doi.org/10.3389?psyg2021.1754885>

De Jong, P., & Berg, I.K. "Co-constructing Cooperation with Mandated Clients." *Social work (New York)* 46.4 (2001): 361–374. Web.

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.

Franklin, C., Bolton, K. & Guz, S. Gonzales, K.S. (2019). Solution-focused brief family therapy. In B. Fiese. (Ed.), *APA handbook of contemporary family psychology*. Washington DC: American Psychological Association.

Franklin C., Guz S., Zhang, A., Kim, J. S., Zheng, H., Hai, A. H., Cho, Y., & Shen, L. (2022).

- Solution-focused brief therapy for students in schools: A comparative meta-analysis of the English and Chinese literature. *Journal of the Society for Social Work and Research*, 13(2), 381-407. <https://doi.org/10.1086/712169>
- Franklin, C., Hai, A.H. (2021). Solution-focused brief therapy for substance use: A review of the literature. *Health Soc Work*, 46(2):103-114.
<https://doi.org/10.1093/hsw/hlab002>. PMID: 33969410
- Franklin, C., Harris, M.B., & Allen-Meares, P. (Eds). *School Services Sourcebook*, third edition, New York: Oxford University Press.
- Franklin, C., Zhang, A., Froerer, A., & Johnson, S. (2016). Solution-focused brief therapy: A systematic review and meta-summary of process research. *Journal of Marital and Family Therapy*. <https://doi.org/10.1111/JMFT1219>
- Furman, B. (2017, July 15). *Ben Furman explains kids' skills - subtitles in 20 languages*. YouTube. <https://www.youtube.com/watch?v=QhvY-W1gRGU>
- George, E. (2020). *What is SF - a 2020 version of the approach*. Vimeo. 2024 Vimeo.com, Inc. Retrieved July 15, 2024, from <https://vimeo.com/436732403>.
- González Suitt, K., Franklin, C., & Kim, J. (2016). Solution-focused brief therapy with Latinos: a systematic review. *Journal of Ethnic & Cultural Diversity in Social Work*, 25(1), 50-67. <https://doi.org/10.1080/15313204.2015.1131651>
- Huber, F. & Durrant, M.(2014) "The Break (and Summary) in Solution Focused Brief Therapy: Its Importance and Client Experiences*," *Journal of Solution Focused Practices*: Vol. 1: Iss. 1, Article 7.
- 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.

<https://doi.org/10.1016/j.chidyouth.2020.105620>

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. *Professional Psychology: Research and Practice*, 51(3), 223–236.

<https://doi.org/10.1037/pro0000283>

Kim, J, Kelly, MS. & Franklin, C. (2017). SFBT in action: Case examples from school social workers. In solution focused brief therapy in schools, 2nd edition. New York: Oxford University Press.

Kim, J.S., Smock-Jordan, S., Franklin, C., & Froerer, A. (2019). Is solution-focused brief therapy evidence-based? An update 10 years later. *Families in Society: The Journal of Contemporary Social Services*, 1-12. <https://doi.org/10.1177/1044389419841688>

Kooronkot, J., Moosa, A., Froerer, A., Rajan, S.K. (2022). Solution focused vs problem focused questions on affect & processing speed among individuals with depression. *Journal of Contemporary Psychotherapy*. <https://doi.org/10.1007?s10879-022-09549-4>

Lee, M. Y. (2003). A solution focused approach to cross-cultural social work practice: Utilizing cultural strengths. *Families in Society*, 84 (3), 385-395.

Lee, M. Y., Eads, R., & Magier, E. (2022). The miracle and scaling questions for building solutions. In L. Rapp-McCall, K. Corcoran, & A. R. Roberts (Eds.), *Social workers' desk reference* (4th ed., pp. 504–510). Oxford University Press.

Lutz, A. B. (2014). *Learning Solution Focused Therapy: An Illustrated Guide*. Washington, DC: American Psychiatric Publishing. Video Illustrations from book: www.appi.org/Lutz

Neipp, M., & Mark Beyebach, M. (2022). The global outcomes of solution-focused brief

therapy: A Revision, *The American Journal of Family Therapy*, 1- 18.

<https://doi.org/10.1080/01926187.2022.2069175>

Richmond, C., & Smock-Jordan, S. (2014). Effects of solution focused versus problem focused intake questions and pretreatment change. *Journal of Systemic Therapies* 33(1). 33-47. <https://doi.org/10.1521/jsyt.2014.33.1.33>

Solution-Focused Strengths-Based Practices. (2021, February 26). *FBS chat with Eve Lipchik about co-creating and developing solution-focused therapy*. YouTube.

<https://www.youtube.com/watch?v=a8VYHPyadc8>

The Solution Focused Universe. (2015, November 23). *Dr. Adam Froerer and I discuss the stages of an SFBT session and what the therapist is doing*. YouTube.

<https://www.youtube.com/watch?v=VnsFCKx6t4A>

The Solution Focused Universe. (2019, January 17). *100 SFBT questions explained*. YouTube.

<https://www.youtube.com/watch?v=4AwueRS4RWM>

Taylor L, & Simon, J. (2012). Opportunities organizing the solution focused interview. *Journal of Systemic Therapies* 33(4), pp-62-68.

<https://doi.org/10.1521/jsyt.2014.33.4.62>

Yakup, I. (2019). Solution focused Brief Therapy & Spirituality. *Spiritual Psychology and Counseling*, 4(2). 143-161. <https://doi.org/10.12738/SPC2019.420065>.

XI. FURTHER LEARNING RESOURCES

1. **Garza High School, A Solution-Focused High School:**
<https://www.austinisd.org/schools/garza>
2. **Solution-Focused Brief Therapy Association:** <https://www.sfbta.org/>
3. **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://www.sfountour.com/project/sfp-97-solution-focus-in-schools-works-from-garza-highschool-to-the-worldwide-evidence-with->

- [cynthia-franklin/](#)
4. **Solution Focused Schools Unlimited:**
<https://solutionfocussedschoolconference.wordpress.com/>
 5. **Institute for Solution Focused Therapy:** <https://solutionfocused.net/>
 6. **Solution Focused University:** <https://thesfu.com/>
 7. **Denver Center for Solution Brief Therapy:**
<https://denversolutions.com/about.html>
 8. **Master Therapists (Recommended: “I’d Rather Hear Laughter” by Insoo Kim Berg):** https://search-alexanderstreet-com.ezproxy.lib.utexas.edu/counseling-therapy/view/work/bibliographic_entity%7Cvideo_work%7C1778954#/embed/object

Summary Calendar of Assignments and Due Dates
(Upload all assignments to Canvas by due dates)

9. Reading Reflections on Assigned Readings and Class Participation (25.02% of your grade):

Due weekly on Mondays at 11:59pm prior to your Wednesday class every week there is assigned readings and/or class meetings.

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.

10. Zoom Group Modeling of SFBT Questions and Skills and Reflection Paper (39.98% of your grade):

Due throughout the semester and assigned by group number and topic. All Reflection Papers are due the week following the topic on the day of class by 9:30am

Group 1: (September 11) Strengths, Resources, and Exceptions

Group 2: (September 18) Goal Construction and Miracle Questions Preferred Future

Group 3: (October 2) Scaling Questions

Group 4: (October 9) Coping and Other Useful Questions

Group 5: (October 16) Ending Sessions,
Optional Break, and Reflections
Group 6: (October 23) Assessment and Later
Sessions

- 11. Video Demonstration of SFBT (35% of your grade):**
Due on the last day of class, December 4, at 9:30am