

University of North Carolina at Wilmington

Department of Social Work

SWK 501

Clinical Practice: Solution-Focused/Client Directed Practice

When you label me you negate me.

Soren Kirkegaard

**Spring 2017
F 8:00-10:45
McNeil 2056**

**Dr. Robert Blundo
McNeil 3096
962-3438—395-8386**

Social Work Lab follows the SWK 501 course outline:

Course Description:

This course continues the content of the collaborative relationship course sequence by building further student skills in the basic *Solution Focused brief interventions and collaborative relationship skills necessary for strengths based generalist social work practice with individuals, families, groups, organizations, and communities. Both direct and indirect social work practice depends upon collaborative relationships that enhance the quality of life and well being of those with whom they work as well as within social agencies, between agencies, and within communities and society. Students will be prepared to work within the complexities of this person/environment interface by engaging potentials, strengths, and resiliency through client-directed, solution-focused practice within agencies and community practice.*

Students will focus on further developing skills with particular issues and contexts. Students will learn strengths-based/solution-focused case management, crisis intervention, trauma and loss; working with mandated and involuntary clients; using groups and supervision within settings that focus on individuals, couples and families.

Students will learn to engage in practice that is respectful and inclusive of the uniqueness and diversity of individuals, families, groups, and communities. Students will incorporate a set of skills and purposeful actions that promote social justice, expand opportunities to access and successfully negotiate needed environmental resources. Students will develop a critical perspective for deliberate and continuing examination of their own as well as the profession's underlying knowledge base, values, and practice methods. Students will engage clients in feedback as to the efficacy and usefulness of the collaborative work being done together.

Course Objectives:

1. Students will understand and apply their knowledge of the strengths-based, solution-focused generalist practice framework and the uniqueness and complexities of the person

in the environment into a multi-systemic practice. Reflects foundation year objectives 1,3,5,6,7,8,9,10,11, and 14

2. Students will understand and apply their knowledge of the complexities of the helping relationship through initial contact, collaborative working relationship development, client-directed goal setting, building on strengths/resiliency, scaling progress, and transitioning out of services. Reflects foundation year objectives 1, 5, 6, and 14

3. Students will understand the use of strengths-based and solution focused practice in case management, crisis intervention, trauma, grief, and the use of groups in addressing these processes in individual, group, agency and community settings. Reflects foundation year objectives 1,2,3,5,6,7, 8, and 14

4. Students will understand and be able to apply their knowledge of the concepts of empowerment, social justice, values, and diversity in strengths/solution-focused practice. Reflects foundation year objectives 5, 10, and 11.

5. Students will demonstrate and implement knowledge of the collaborative nature of helping partnerships and empowerment in their practice by means of approaching client systems from a position of “not knowing” and awareness and use of one,s own values, beliefs, culture, and race. Reflects foundation year objectives 1, 2, and 3

6. Students will demonstrate the ability to critically and deliberately engage in examining the knowledge and value assumptions underlying social work practice theory and methods in understanding and responding to human needs. Reflects foundation year objectives 2, 3, 5, 10 and 14.

7. Students will demonstrate an understanding of the impact of social justice and social policy as it affects the worker, client(s), working relationship, agency programs and policies, and resources available in the environment. Reflects foundation year objectives 2, 5, and 14

8. Students will demonstrate an understanding of both ethical and fiduciary responsibilities in the working relationship. Reflects foundation year objectives 2, 5, and 10.

9. Students will demonstrate a beginning knowledge of constructing strengths based assessments, collaborative understanding of client system situations, and recursive practice outcomes and evaluation. Reflects foundation year objectives 8 and 9.

Texts and Required Readings:

A major task of this course is the assigned readings and exercises. This class will move at the appropriate pace to insure meaningful coverage of the material. The value of the class discussions, exercises and your assignments will depend heavily on your having read the assigned material and reacted to them critically. Exercises done in class will require that each student be prepared to participate by having readings and assignments completed when due.

Required Texts:

* **Sharry, J.** (2007). *Solution-focused groupwork* (2nd Ed.). Thousand Oaks, CA: Sage
[New additional Text for Course]

De Jong, P., & Berg, I.K. (2013). *Interviewing for Solutions* (4th Eds). Belmont, CA: Brooks/Cole

Required Additional readings from

Backhaus, K. (2011). Solution-Focused brief therapy with families (pp. 287-312). In L. Metcalf, (Ed.) *Marriage and Family Therapy*. New York: Springer

Blundo, R., & Simon, J. (2015). *Solution-Focused Case Management*. New York: Springer. **Chapter 6.** Solution-Focused Planning and Assessment, pp.105-122.

Dolan, Y. (2000). *One small step: Moving beyond trauma and therapy to a life of joy*. San Jose, CA: Authors Choice Press.

Chapter 1. Introduction: Moving Beyond Survivorhood, pp. 1-12

Chapter 10. How to Start a Small Steps Support Group, pp. 173-197

Fiske, H. (2008). *Hope in Action: Solution-Focused Conversations about Suicide*.

Chapter 4. Solution-Focused Approaches to Crisis, pp. 97-119.

Chapter 8. Hope and Energy: Preventing Adolescent Suicide.

Macdonald, A. J. (2011). *Solution-Focused Therapy: Theory, Research & Practice* (2nd Ed). Los Angeles, CA: Sage. **Chapter 8:** Solution-Focused Approaches to Severe Mental Illness. pp. 145-167.

Metcalf, L. (1998). *Solution Focused Group Therapy*. New York: The Free Press.

Chapter 1. Changing Directions in Group Therapy pp. 1-34.

Darmody, M. (2003). **Chapter 12** A Solution-Focused Approach to Sexual Trauma. In **B. O'Connell, & S. Palmer, (eds.)**. (2003). *Handbook of Solution-Focused Therapy*, London, England: Sage, pp. 129-137.

Parsons, R.D. (2009). *Thinking and acting like a solution-focused school counselor*. Thousand Oaks, CA: Corwin. **Chapter 6.** Solution-Focused School Counselor, pp.89-112

Pichot, T. (2009). *Solution-Focused Substance Abuse Treatment*. New York: Routledge
Chapter 6: Solution-Focused Group Therapy, pp.111-144.

Pichot, T. & Dolan, Y.M. (2003). *Solution-focused brief therapy: Its effective use in agency settings*. New York: Haworth Press.

Chapter 6. This is Stupid, I Don't Need This, and I Don't Want to be Here.": Working with Adolescents. pp. 105-128.

Chapter 7. The Art of Speaking ‘French’: Interagency Diplomacy, pp. 129-158

Listings of Additional Readings That Might Be Helpful. Also see list of additional readings at the end of the syllabus.

Cooley, I. (2009). *The Power of Groups: Solution-Focused Group Counseling in Schools*. Thousand Oaks, CA: Corwin

Henden, J. (2008). *Preventing Suicide: The Solution Focused Approach*. New York: Wiley and Sons

McAllister, M. (2007). *Solution Focused Nursing: Rethinking Practice*, New York: Palgrave [Good for Social Workers in the Health Field]

Milner, J., & Bateman, J. (2011). *Working with Children and Teenagers using solution focused approaches*. London: Jessica Kingsley Publishers

Ouer, R. (2016). *Solution-Focused Brief Therapy with the LBGT Community*. New York: Routledge

Office Hours:

My office is located in McNeil Hall, room 3096. I will be available at any time. If you know in advance that you would like to talk with me, it would be helpful if we could set up a convenient time for us both to meet. I am usually in my office from 7:30am to 11:30am and 1:00pm to 4:30pm every day. Please feel free to call me at home if you need to do so.

Attendance Policy:

Attendance will be taken each class period. Students are expected to attend each class session. This is particularly important with respect to class exercises and group experiences we will be engaged in during class time. Material from these class exercises and discussions are often used as questions on examinations.

The instructor will use attendance and participation as a guide to each student’s final grade. If attendance has been sporadic and there is minimal participation, the instructor will adjust the final grade at his or her discretion.



Course Requirements:

A. Attendance and participation will be considered when assigning the final grade for the course at the instructor’s discretion. Students must attend both the class and the lab.

B. EXCHANGE OF KNOWLEDGE

1. SHORT REQUESTS FOR KNOWLEDGE during the semester on CLASS READINGS

Other assignments may be given during class. Often, interesting issues or ideas emerge during our class time. At these times the instructor may request that you do a special assignment related to the issue or idea.

C. **CASE RECORD** will be kept by each student. It will include the following:

1. Solution-focused group work

This assignment will consist of participation in a weekly solution-focused group session for two sessions. Each student will keep a *case record* of materials and forms to be handed out in class that will track your work in the group. Place this in a folder and add a *short one page statement* evaluating your experience in terms of learning. What do you think you *learned well* and what issues do think *you need to work on further*? This assignment covers objectives 1-9.

2. A. Description of your agency practice theories [in general].

B. How would you use the solution-focused practice in your agency: Use the Pinchot chapter on “Speaking French” to help describe a case or issue that would connect your solution-focused perspective with the dominate perspective in your agency. Details will be discussed in class.

3. Decide on a particular area of practice, preferably related to your field experience, and utilizing the solution-focused material in the syllabus and any other resource, write out a guide to be used by a future student in your field placement. The intention is to describe how solution-focused practice is or can be integrated into the practice taking place in your field setting. As with some of our readings, you need to include an example of practice process [he said, she said]

4. Grading Policy:

All tests and assignments will be graded according to the following criteria:

1. Clarity and flow of discussion or presentation.
2. Answering questions **completely and thoughtfully (using concepts)**.
3. Obvious effort and attention to the material required for the assignment.
4. Writing (e.g., composition, grammar, punctuation, and spelling).
5. Neatness and organization.

I will use “plus” and “minus” in the final grade to differentiate efforts made by students.

Academic Integrity and Honor Code

All members of the UNCW community are expected to follow the Academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in the class. Please be especially familiar with the UNCW position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent

them as your own. Adherence to the Academic Honor Code is consistent with adherence with the NASW *Code of Ethics*.

Accommodations for Students with Disabilities

Students who have a disability and need accommodations should notify the instructor **by the end of the second week of this semester**. In order to obtain such accommodations, the student must officially register with the Office of Disabilities Services located in DePaulo Hall (962-3746) and the instructor with a letter of accommodation which specifies the student's learning needs. Accommodations will be made based on the recommendations of Disabilities Services, and collaboration with the student, to determine how best to accommodate the student's learning concerns.

Violence and Harassment

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

The UNCW Statement on Diversity in the University Community

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. [Diversity Resources](#)

Religious Observance Policy

North Carolina General Statute 116-11(3a) and UNC policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Students must submit a request for an excused absence, within SeaNet, seven days prior to the religious observance. The student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance

UNCW Student Gender-Based/Sexual Misconduct Policy

UNCW takes all forms of interpersonal violence very seriously. When students disclose (verbally or in writing) to faculty or staff about sexual misconduct, domestic violence, dating violence and/or stalking against themselves or another student, this information **must be reported** to the administration in order to ensure that student's rights are protected, appropriate resources are offered, and the need for further investigation is explored to maintain campus safety. This means that if you tell the instructor about this kind of misconduct, the disclosure cannot remain confidential and the instructor must share that information. This is required by federal law and UNCW policy.

The following **three confidential resources** do not need to report interpersonal violence: UNCW CARE, the Student Health Center, and the Counseling Center. If you want to speak to someone in confidence, these resources are available, including CARE's 24-hour crisis line (910-512-4821). For more information, please visit www.uncw.edu/sexualmisconduct or www.uncw.edu/care.

Class Sessions:



WEEK 1.

Important: Brief REVIEW of Solution Focused BASIC and Start with basic Group Typology. We will review the basic steps of solution focused practice. Address any uncertainties you might have. Please ask “What if” or “Does it work with...”

Presented in class: *Basic typology, development and process of groups*

Solution Focused Group Work. Students will participate in groups

Week 2 Metcalf (1998) Chapter 1 Changing Directions in Group Therapy

Week 3 Sharry (2001). Chapters 1-3 Basic Background

- Week 4** Pichot, T. (2009). **Chapter 6:** Solution-Focused Group Therapy [focused on addictions], pp.111-144
- Week 5** Sharry (2001). **Chapters 4-5** lifecycle of solution-focused groups
Sharry (2001). **Chapters 6-8** Managing Process-Keeping groups solution based
- Week 6** Pichot & Dolan (2003)
Chapter 7: The Art of Speaking “French”: Interagency Diplomacy, pp. 129-157.
De Jong & Berg (2013)
Chapter 13: Agency, Group and Organizational Practice pp. 270-287
- Week 7** Blundo & Simon (2015) **Solution-Focused Case Management**
Chapter 6: Solution-Focused Planning and Assessment, pp.2105-122
- Week 8** To complete material or to jump ahead to readings in week 10

Week 9 Spring Vacation Saturday March 4-12

Brief outline of Guide to SFBT Due on week 10 : What population, setting and sample guide to the process you will be completing. ****

- Week 10** **Mandated and Involuntary Clients[DSS/Schools]**
DeJong & Berg (2013).
**Chapter 9: Interviewing the Involuntary: Children, Dyads, and Mandated Clients, pp. 178-220.
- De Jong & Berg Text
Chapter 14 Applications and Adaptations pp. 288-364 SELECT WHAT FITS YOUR NEED
- Sharry (2004).
**Chapter 12: Working with Child Abuse and Neglect, pp. 158-170.
- Parsons, R.D. (2009). *Thinking and acting like a solution-focused school counselor*. Thousand Oaks, CA: Corwin. Chapter 6. Solution-Focused School Counselor, pp.89-112

Week 11 **Crisis and Suicide**

- DeJong & Berg (2002).
Chapter 10: Interviewing in Crisis Situations, pp. 221-269
- Heather Fiske (2008) **Blackboard**
Chapter 4: Solution-Focused Approaches to Crisis [suicide]
Chapter 8: Hope and Energy: Preventing Adolescent Suicide
Sharry (2004).
Chapter 11: Working with Suicidal Adolescents, pp. 145-157.

Week 12 **Trauma: Beyond Recovery**

- Darmody, M. (2003). in O’Connell & Palmer
Chapter 12. A Solution-Focused Approach to Sexual Trauma

Dolan, Y. (2000). **On Blackboard**

Chapter 1. Introduction: Moving Beyond Survivorhood, pp. 1-12

Week 13 Easter Break

**Week 14: Working with Children, Adolescents & Families
*In Schools and Treatment facilities***

Week 15 Required Reading:

Siegel, D. J. (2013). Brainstorm: The Power and Purpose of the Teenage Brain
will be handed out and presented in class

Pichot & Dolan (2003).

Chapter 6. "This is Stupid, I Don't Need This, and I Don't Want to be Here":
Working with Adolescents, pp. 105-128.

Backhaus, K. (2011). Solution-Focused brief therapy with families
pp. 287-312. In L. Metcalf, (Ed.) *Marriage and Family Therapy*. New
York: Springer

Last class day will be Wednesday , April 26

Additional Readings: NEXT PAGE

Austin, C.D., & McClelland, R. W. (Eds.). (1996). *Perspectives on Case Management Practice*. Milwaukee, WI: Families International

Berg, I.K. (1994). *Family based services: A solution-focused approach*. New York: W.W. Norton.

Berg, I.K., & Dolan, Y. (2001). *Tales of solutions: A collection of hope-inspiring stories*. New York: W.W. Norton.

Berg, I.K., & Kelly, S. (2000). *Building solutions in child protective services*. New York: W.W. Norton.

Berg, I.K., & Reuss, N.H. (2000). *Solutions step by step: a substance abuse treatment manual*. New York: W.W. Norton.

Bartolino, B. (1999). *Therapy with troubled teenagers: Rewriting young lives in progress*. New York: John Wiley & Sons.

Bertolino, B., & O'Hanlon (2002). *Collaborative, competency-based counseling and therapy*. Boston: Allyn & Bacon

Blundo, R., & Simon, J. (2015). *Solution-Focused Case Management*. New York: Parsons

Bohart, A. C. & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. Washington, DC: American Psychological Association.

Boyed-Franklin, N. (1989). *Black Families in Therapy: A Multisystems Approach*. New York: Guilford.

Christensen, D.N., Todahl, J., & Barrett, W.C. (1999). *Solution-Based Casework: An Introduction to Clinical and Case Management Skills in Casework Practice*. New York: Aldine de Gruyter.

Davis, T.E., & Osborn, C.J. (2000). *The solution-focused school counselor*. Philadelphia, PA: Accelerated Development.

DeJong, P. & Berg, I. K. (1998). *Interviewing for Solutions*. Pacific Grove, CA: Brooks/Cole Publishing Company

de Shazer, S. (Summer, 1989). A requiem for power. *Contemporary Family Therapy*, 10, 69-76.

Dolan, Y. (1998). *One small step: Moving beyond trauma and therapy to a life of joy*. San Jose, CA: Authors Choice Press.

Duncan, B.L., Hubble, M.A., & Miller, S.D. (1997). *Psychotherapy with "impossible" cases: The efficient treatment of therapy veterans*. New York: W.W. Norton.

Duncan, B.L., & Miller, S.D. (2000). *The heroic client: Doing client-directed, outcome-informed therapy*. San Francisco, CA: Jossey-Bass.

Furman, B., & Ahola, T. (1992). *Solution Talk: Hosting Therapeutic Conversations*. New York: W.W. Norton & Company.

Green, J.W. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd Edition). Boston: Allyn & Bacon

Helton, L.R., & Jackson, M.(1997). *Social Work Practice with Families: A Diversity Model*. Boston: Allyn and Bacon

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.

Hutchison, E.D. (1999). *Dimensions of human behavior: Person and environment*. Thousand Oaks, CA: Pine Forge Press.

Lee, M.Y., Sebold, J., & Uken, A. (2003). *Accountability for solutions: Domestic violence solution-focused treatment for offenders*. New York; Oxford University Press.

Lipchik, E. (2002). *Beyond technique in solution-focused therapy*. New York: Guilford

Long, D. D., Tice, C. J., & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective*. Belmont CA: Thompson Brooks/cole

Madsen, W.C. (1999). *Collaborative therapy with multi-stressed families: From old problems to new futures*. New York: Guilford.

Maluccio, A. (1979). *Learning from Clients: Interpersonal Helping as Viewed by Clients and Social Workers*. New York: Free Press.

Metcalf, L. (1995). *Counseling toward solutions: A practical solution-focused program for working with students, teachers, and parents*. New York: Free Press.

Metcalf, L. (1997). *Parenting toward solutions*. Paramus, NJ: Prentice Hall.

Metcalf, L. (1998). *Solution focused group therapy*. New York: Free Press.

Miley, K.K., O'Melia, M., & DuBois, B. (1998). *Generalist Social Work Practice: An Empowering Approach* (2nd ed.). Boston: Allyn and Bacon

Miller, S.D., & Berg, I.K. (1995). *The miracle method : A radically new approach to problem drinking*. New York : W.W. Norton & Sons.

Miller, S.D., Duncan, B.L., & Hubble, M.A. (1997). *Escape from babel : Toward a unifying language for psychotherapy practice*. New York : W.W. Norton & Sons.

Miller, S.D., Hubble, M.A., & Duncan, B.L. (1996). *Handbook of solution-focused brief therapy*. San Francisco, CA : Josey-Bass.

Miller, W.R., & Rollnick, S. (2002). *Motivational interviewing : Preparing people for change* (2nd. Edition). New York : Guilford

Nardone, G. (1996). *Brief strategic solution-oriented therapy for phobic and obsessive disorders*. Northvale, NJ : Jason Aronson.

Neimeyer, R. A., & Raskin, J. D. (Eds.). (2000). *Constructions of disorder : Meaning making frameworks for psychotherapy*. Washington, DC : American Psychological Association

Norman, E. (2000). *Resiliency enhancement : Putting the strengths perspective into social work practice*. New York : Columbia University Press.

O'Connell, B. (2005). *Solution-Focused therapy* (2nd Ed.). London : Sage

O'Connell, B. (2001). *Solution-focused stress counselling*. London : Continuum

O'Connell, & Palmer, S. (Eds.). (2003). *Handbook of solution-focused therapy*. London : Sage

O'Hanlon, B., & Bertolino, B. (1998). *Even from a Broken Web: Brief, Respectful Solution-Oriented Therapy for Sexual Abuse and Trauma*. New York: John Wiley & Sons.

Parton, N. (Ed.). (1997). *Child protection and family support: Tensions, contradictions and possibilities*. London: Routledge

Pichot, T. & Dolan, Y. M. (2003). *Solution-focused brief therapy: Its effective use in agency settings*. New York: Haworth Press.

Poulin, J. (Ed.). *Collaborative social work: Strengths-based generalist practice*. Itasca, Illinois: F.E. Peacock.

Rapp, C.A. (1998). *The Strengths Model: Case Management with People Suffering from Severe and Persistent Mental Illness*. New York: Oxford Press.

Rowan, T., & O'Hanlon, B. (1999). *Solution-Oriented Therapy for Chronic and Severe Mental Illness*. New York: John Wiley & Sons.

Saleebey, D. (2001). *The Strengths Perspective in Social Work Practice* (third edition). Boston: Allyn and Bacon

Saleebey, D. (2001). *Human behavior and the social environment: A biopsychosocial approach*. New York: Columbia University Press.

Selekman, M.D. (2002). *Living on the razor's edge: Solution-oriented brief family therapy with self-harming adolescents*. New York: W. W. Norton.

Selekman, M.D. (1997). *Solution-Focused Therapy with children: Harnessing Family Strengths for Systemic Change*. New York: Guilford Press

Selekman, M.D. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. New York: Guilford.

- Sharry, J., Madden, B., & Darmody, M. (2003). *Becoming a solution detective*. New York. The Haworth Clinical Practice Press.
- Sharry, J. (2002). *Counseling children, adolescents and families: A strengths approach*. Thousand Oaks, Ca: Sage
- Sharry, J. (2001). *Solution-Focused Groupwork*. Thousand Oaks, Ca: Sage
- Sklare, G.B. (1997) *Brief counseling that works: A solution-focused approach for school counselors.....*Corwin Press
- Tice, C. J., & Perkins, K. (1996). *Mental Health Issues and Aging: Building on the Strengths of Older Persons*. Pacific Grove: Brooks/Cole
- Turnell, A., & Edwards, S. (1999). *Signs of safety: A solution and safety oriented approach to child protective casework*. New York: W.W. Norton.
- Unger, M. (Ed.). (2005). *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*. Thousand Oaks, CA: Sage
- van Wormer, K., Wells, J., & Boes, M. (2000). *Social Work with Lesbians, Gays, and Bisexuals: A Strengths Perspective*. Boston: Allyn & Bacon
- Walsh, F. (1998). *Strengthening Family Resilience*. New York: Guilford Press.
- Walter, J. L., & Peller, J.E. (1992). *Becoming solution-focused in brief therapy*. New York: Brunner/Mazel
- Walter, J.L., & Peller, J.E. (2000). *Recreating brief therapy*. New York: W.W. Norton.
- Wampold, B. E. (2001). *The great psychotherapy debate: Models, methods, and findings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Webb, W. (1999). *Solutioning: Solution-focused interventions for counselors*. Philadelphia, PA: Accelerated Development.
- Wise, J. B. (2005). *Empowerment practice with families in distress*. New York: Columbia University Press.
- Wolin, S.J., & Wolin, S. (1993). *The resilient self: How survivors of troubled families rise above adversity*. New York: Villard.
- Ziegler, P. & Hiller, T. (2001). *Recreating partnership: A solution-focused collaborative approach to couples therapy*. New York: W. W. Norton & Sons.