

University of North Carolina at Wilmington

Department of Social Work

SWK 501
SWK 501L

Clinical Practice: Solution-Focused/Client Directed Practice
Tuesdays (501) 5:25-7:10pm, (501L) 7:15-8:15pm

Spring 2017
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Social Work Lab included in 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 ones 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. (2001). *Solution-focused groupwork*. Thousand Oaks, CA: Sage

Solomon, A. (2012). *Far From The Tree*. New York: Scribner

DeJong, P. & Berg, I.K. (2013). *Interviewing for solutions* (4th ed.). Pacific Grove, CA: Brooks/Cole

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.
(SWK 501-40 points)
(SWK 501L-50 points)

- B. Solution-focused group work**
This assignment will consist of participation in a solution-focused group session for two sessions (seated classes). 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.
(SWK501L-100 points)

- C. Presentation to class of a particular area of interest in social work, looked at from a solution-focused perspective. Presentation using Power Point.**

Presentations will take place near the end of the semester. (SWK 501-100 Points)

D. Online Assignments

For non-seated classes you will be given an online assignment from the required reading for that week. (SWK 501-60 points)

501-Total Points 200

501L-Total Points-150

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.

Grade

Letter Grade	Numerical Score
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76%
F	69 & below
I	Incomplete

Please Note: A C- grade is not a final grade option in graduate school.

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 (seated) 1/10/17

We will review the basic steps of solution focused practice; Break into groups and answer small sets of questions and assignments to assure learning.

- **Review Syllabus and Assignments**
- **Lecture on Basic typology, Development and Process of groups**

Week 2 (on-line) 1/17/17

Class will not be seated-BB assignment

Sharry (2001). Part I- Basics and Background Ch. 1-2

Week 3 (seated) 1/24/17

Review of Sharry Chapters 1-2

Lecture on Sharry Chapter 3

Lab-Group formation and brainstorming

Week 4 (on-line) 1/31/17

Class will not be seated-BB Assignment

Sharry (2001). Part II- The Life cycle of Solution Focused Groups Ch. 4-5

Week 5 (seated) 2/7/17

Review on Sharry Chapters 4-5

Lecture on Ch.6

Lab-Description of Presentation on SFBT Group Due on What population, Why, & Possible References

Week 6 (on-line) 2/14/17

Class will not be seated-BB Assignment

Sharry (2001). Part III Managing Process-Keeping groups solution focused Ch. 7-8

Week 7 (seated) 2/21/17
Review of Sharry Chapters 7-8.
Lecture on Sharry Ch. 9-10

Week 8 (on-line) 2/28/17
Class will not be seated-BB Assignment-Solomon-Chapter 1 “SON”

Week 9 Spring Break March 6-10

Week 10 (seated) 3/14/17
Mandated and Involuntary Clients[DSS/Schools]
DeJong & Berg
Chapter 9: Interviewing Clients in Involuntary Situations: Children, Dyads, and the Mandated
Lab-Practice with dyads

Week 11 (on-line) 3/21/17
Class will not be seated-BB Assignment-Solomon-Chapter 6 “Schizophrenia”
DUE: Outline of Presentation

Week 12 (seated) 3/28/17
Crisis and Suicide
DeJong & Berg
Chapter 10: Interviewing in Crisis Situations
Sharry (2004).
Chapter 11: Working with Suicidal Adolescents, pp. 145-157.
Lab-Practice with Crisis Clients

Week 13 (on-line) 4/4/17
Class will not be seated-BB Assignment-Solomon-Chapter 10 “Crime”

Week 14 (seated) 4/11/17
Student Presentations: 15-20 minute power point presentations on the area of interest in Solution Focused Practice

Week 15 (on-line) 4/18/17
TBD

Week 16 (seated) 4/25/17-**LAST CLASS**
Student Presentations: 15-20 minute power point presentations on the area of interest in Solution Focused Practice

Additional Readings related SFBT:

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

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

Boyd-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.