

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> School of Social Work <b>College</b> College of Design and Social inquiry <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> SOW <b>Number</b> 6758	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Course Title</b> Social Work Practice using Solution Focused Therapy	
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> This course will provide students the opportunity to learn to practice Social Work using Solution Focused Therapy, learn a systemic and pragmatic method to identify, access, and utilize client competencies, resources and strengths in order to empower them toward the discovery of solutions to their problems in living.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Summer 2017			
<b>Prerequisites</b> SOW 6404, 6105, 6106, 6305, 6532, 6533, 6324, 6306, 6235, and 6125 (full foundation curriculum)		<b>Corequisites</b> none	<b>Registration Controls</b> <i>(Major, College, Level)</i> MSW Student
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> De Jong, P. & Berg, I. K. (2013). Interviewing for Solutions. Belmont, CA: Brooks/Cole, Cengage Learning. (4th Edition) ISBN-10: 111172220X	
<b>Faculty Contact/Email/Phone</b> Joy McClellan, MSW Program Coordinator jmccl2@fau.edu 561-297-2864		<b>List/Attach comments from departments affected by new course</b>	

<b>Approved by</b> Department Chair <u>          <i>Nailys Luna</i>          </u> College Curriculum Chair <u>          Diane Sherman          </u> College Dean <u>          Wesley Hawkins          </u> UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <u>          11/16/16          </u> <u>          11/16/2016          </u> <u>          11/16/16          </u> _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY  
SCHOOL OF SOCIAL WORK  
SOW 6758 CRN #:**

**3 credits**

**Social Work Practice using Solution Focused Therapy**

<b>Semester:</b> Fall 2016	<b>Classroom:</b> SO 112
<b>Start/End Date:</b> 8/22/16 – 12/16/16	<b>Class Times:</b> Thursday 7:10 pm - 10:00 pm
<b>Instructor:</b> Robin Akdeniz, LCSW	<b>Office Hours:</b> TBA
<b>Phone:</b> (561) 315-3134	<b>Office Location:</b> TBA
<b>Email:</b> rakdeniz@fau.edu	<b>Web:</b> <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a>
<b>Blackboard:</b> <a href="http://bb.fau.edu">http://bb.fau.edu</a>	Credits: 3.00

### **MSW Program Mission**

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

### **Course Description**

This course will provide students the opportunity to learn to practice Social Work using Solution Focused Therapy, a systemic and pragmatic method to identify, access, and utilize client competencies, resources and strengths in order to empower them toward the discovery of solutions to their problems in living.

### **Relevance to the Educational Program**

The mission of Florida Atlantic University School of Social Work is to educate students, conduct scholarly inquiry and perform community service in order to promote an approach to social work practice that advances the empowerment and well-being of both individuals and communities. Consistent with the mission of the School, students who complete in this course will be able to demonstrate a comprehensive level of knowledge and skills for solution focused therapy (SFT). The knowledge and skills prepare students for advanced level practice by integrating foundation level knowledge and advanced clinical practice theory and methods.

### **Competencies and Educational Objectives**

The [Council on Social Work Education's](#) Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific practice behaviors for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

**1. Identify as a professional social worker and conduct oneself accordingly.**

Advocate for clients (individual, family and groups) access to the services of social work (PB 1a).<sup>1</sup>

Function within clearly defined professional roles and boundaries in the context of practice with families and groups (PB 1c)

Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).

Use supervision and consultation to support practice with families and groups (PB 1f).

**2. Apply social work ethical principles to guide professional practice.**

Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).

Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).

Tolerate ambiguity in resolving ethical conflicts related to practice with families and groups (PB 2c).

Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with families and groups (PB 2d).

**3. Apply critical thinking to inform and communicate professional judgments.**

Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with families and groups (PB 3a).

Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with families and groups (PB 3b).

Demonstrate effective oral and written communication in working with families and groups (PB 3c).

**4. Engage diversity and difference in practice.**

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<sup>1</sup> PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse families and groups, including Latinos, African Americans, Haitian Americans, LGBT individuals, children, and the elderly (PB 4b).

Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).

#### **5. Advance human rights and social and economic justice.**

Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression (PB 5a).

#### **6. Engage in research-informed practice and practice-informed research.**

Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with families and groups (PB 6a).

Use research evidence to inform practice decisions with families and groups (PB 6b).

#### **7. Apply knowledge of human behavior and the social environment.**

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with families and groups (PB 7a).

Critique and apply knowledge to understand person and environment, including the use of ecomaps, culturagrams, and systems theory (PB 7b).

#### **9. Respond to contexts that shape practice.**

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).

#### **10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Engagement: Substantively and affectively prepare for action with families and groups (PB 10a).

Engagement: Use empathy and other interpersonal skills with families and groups (PB 10b).

Engagement: Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).

Assessment: Collect, organize, and interpret client data, including the use of genograms, ecomaps, culturagrams, and structured interviews (PB 10d).

Assessment: Assess client strengths and limitations, including personal strengths and support systems (PB 10e).

Assessment: Develop mutually agreed-on intervention goals and objectives for families and groups (PB 10f).

Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with families and groups (PB 10g)

Intervention: Initiate actions to achieve organizational goals in relation to practice with families and groups (PB 10h).

Intervention: Implement prevention interventions that enhance client system's capacities (PB 10i)

Intervention: Help clients resolve problems, including issues related to mental health, addictions, child protection, aging, poverty, and immigration (PB 10j)

Intervention: Negotiate, mediate, and advocate for families and groups (PB 10k).

Intervention: Facilitate transitions and endings in relation to practice with families and groups (PB 10l).

Evaluation: Critically analyze, monitor, and evaluate interventions with families and groups (PB 10m).

### **Competencies, Educational Objectives, and Measurements:**

The expected result is for students to know how to actively and appropriately perform professional clinical social work roles in a variety of practice settings serving a variety of clinical populations by using SFT. Upon completion of SOW 6930, students are expected to be able to:

1. Describe and analyze the use and purpose of SFT in advance clinical practice;  
**Measurement: Class discussions; read, apply, and reflect (RAR); and miracle question assignments**
2. Analyze major components of and the constraints involved in applying SFT based on one or more evaluative frameworks;  
**Measurement: SFT criticism; strengths and solution focused; and miracle question assignments**
3. Critically analyze the effects of applying the SFT to their practice;

**Measurement: SFT criticism; class discussions**

4. Develop intervention plans based on their assessment of specific case materials and demonstrate the skills of SFT;

**Measurement: Classroom role-play; class discussions; and miracle question**

5. Identify gaps in resources when performing their ongoing clinical responsibilities and influence institutional and professional systems in order to improve resource availability to clients;

**Measurement: SFT criticism; class discussions**

6. Describe important characteristics of relationships with other professionals and their differential impact on collaborative clinical practice on behalf of families;

**Measurement: SFT criticism**

7. Analyze and apply a framework for understanding the impact on the clinical process of client, worker and system characteristics including race, gender, ethnicity, sexual orientation, ability, religion and culture;

**Measurement: Class discussions; role-play; and RAR**

8. Apply methods for evaluating the worker's use of self on the clinical process in SFT and use the resulting feedback to modify, when necessary, their practice activities with families, colleagues and/or collaterals;

**Measurement: Storying and re-storying our lives**

9. Critically analyze the ethical and value implications of SFT for clients, professionals, and social service organizations;

**Measurement: SFT criticism; RAR; and class discussions**

## Teaching Methodologies

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, audiovisual presentations, group and online discussion, role-play, written assignments, small-group exercises, and face-to-face discourse. The course will foster the student's ability to integrate and apply information from a variety of sources, a critical task in social work practice. The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. At all times, the instructor will endeavor to create a safe and respectful environment in the classroom, encouraging students to explore their thoughts, values, and feelings as they develop their professional selves. The instructor will employ an organic approach to the teaching of this course, emphasizing an experiential understanding of the course content.

## Course Assignments and Grading

In order to maximize the learning experience of each student, the students will have opportunities to resubmit their papers, except the final paper due on the last class. If they wish to

improve the points of each paper, the students will have to rewrite the paper within two weeks based on the instructor's feedback. Please submit all assignments through Blackboard under Assignments.

The **assignments** for this course consist of the following:

**Read, Apply, and Reflect (RAR) (5 points × 3 = 15 points)**

**Purpose:** These short log entries are intended to help you integrate what you read with your field experience, and vice versa.

**Directions:** For the articles you read, write approximately 1 to 2 pages as follows:

1. Give the title of the article and its author.
2. Describe a main idea from the reading which caught your interest, changed your thinking, or helped you get a new idea for how to help a client or client-system.
3. Describe how you used the idea in your practice (i.e. how you tried it out with a client) and what happened (i.e. your and the client's responses).
4. Discuss what you learned which can be generalized to other social work practice experiences or to other clients/ client-systems.

**Storying and Re-storying Our Lives (20 points)**

**Part I**

**Purpose:** In a narrative sense, the stories we tell give meaning to our experiences by providing an interpretive lens for viewing any life event. This assignment invites you to observe your own experience in response to different "storying" (e.g. using different interpretive lenses) of a challenging life event.

**Directions:** Part I: Write a 2-page paper as follows:

1. Tell the story about a difficult experience you've had (grew up with alcoholic parents or failed your driver's test at age 16; were rejected by a lover, kicked out of home, sexually assaulted, divorced, or flunked out of college; etc.) which **still** remains painful or with which you **still** struggle (e.g. remains painful to think about today: feels unresolved, has troublesome images or memories, etc.).
2. Discuss your emotional experience
  - a. what you felt then as well during this experience.
  - b. what you feel **now** as you recall and write about this experience
3. Discuss what meanings (messages/self-talk about your worth, competence, lovability, etc.) go through your mind **now** re: yourself as a result of this experience.
4. Discuss how this experience has affected you:
  - a. personally (e.g. What old feelings, thoughts, or behaviors show up in current relationships? etc.)
  - b. and professionally (e.g. Do you align with, avoid, or feel either uncomfortable with or substantially responsible for certain clients? Etc.)
5. Discuss this experience using any professional lens (e.g. theory, model) you choose (such as Bowen, developmental, cognitive-behavioral, disease model of addictions, Feminist, Narrative, etc.)
  - a. How would the problem be framed?
  - b. What does the model say you should do to help yourself?

c. How helpful is the model to you re: this concern **now**?

\* Make at least 2 citations re: the professional lens you have chosen to analyze your experience.

\* No feedback will be given for this Part I.

## **Part II**

**Directions:** Write a 2-page paper, as follows:

1. Retell the same story using a solution-focused lens. (e.g., Use a range of solution-focused ideas discussed in class to “re-narrate” or “privilege” a competency-based story. In particular, focus on the aspects of the story that were obscured when telling about and feeling about the story in part I.)
2. Discuss who would not be surprised to hear this different story about you. Include any story they might tell about you which would account for why they are not surprised by this different story.
3. Discuss what new meanings you draw from this “re-storying.” (e.g., what you are saying to yourself now, and what different conclusions you draw from this telling of the story). Include what it was like to approach the story again and attempt to see it through a solution-focused lens.
4. Discuss any changes in your emotional responses to the “re-storying” of the event. (e.g., what you are feeling now with this telling of the story).
5. Discuss how this different story may change your personal and professional future in ways that will please you.
6. Discuss how and what you have learned is relevant (or not) to the 6 core social work values.

### **The Strengths Perspective and Solution-Focused Therapy Comparison (15 points)**

**Purpose:** This assignment is intended to help you consider similarities and differences between these two models.

**Directions:** Write a 5-page paper with 2-4 citations, discussing:

1. Major assumptions of each perspective.
2. How each perspective is operationalized (e.g., what does one *do* to bring the assumptions into practice?).
3. What you identify as major similarities and differences between the two approaches.
4. Compatibility of each view with the 6 core social work values.
5. Application: (choose a or b)
  - a. How you might integrate the two approaches in a way that was compatible for you (which may include other models or “meta-” frames of reference you find useful in your practice).
  - b. A brief case example from your current practice that illustrates 1 or more of the social work values being operationalized through use of the SF approach.

### **SFT Criticisms (15 points)**

**Purpose:** The solution-focused approach has experienced a good deal of criticism, much like family therapy (which is now widely accepted) was sharply criticized in its initial days. This assignment invites you to think critically about the approach and about the criticism of the approach.



**Directions:** Write a 5-page paper with 3 or more citations.

1. What are some common criticisms of the SF approach?
2. What view do SF developers/thinkers offer in response to these criticisms/concerns?
3. What are your own views/ideas about this discussion?
4. What conclusions do you draw, and what suggestions would you offer regarding this “pro and con” dialogue?

### **Miracle Question Conversations (25 points)**

**Purpose:** People often get stuck in their constructions of reality and have difficulty imagining anything other than what they are already doing. This technique uses a pseudo-orientation in time by imagining a hypothetical future without the presenting problem in order to “see” past those limiting constructions. This assignment will provide an opportunity to practice helping clients construct motivating yet practical and achievable solutions.

**Directions:**

1. Interview a client (or someone who agrees to let you practice with them) using the Miracle Question handout from class to guide your hosting of a future-oriented conversation where the presenting problem is resolved. **Note: You will need to demonstrate solution-building, not problem-solving in your conversation. Each question you ask should “follow” the client’s last statement, helping her/him develop, expand and refine their “miracle”: if not, you are likely to be trying to use the technique for problem-solving. If you are unclear about the difference between the two, see me before you start the assignment.**
2. Write a 4-6 page paper with a minimum of 2 citations, discussing your efforts to help someone (client or volunteer) create a hypothetical solution using the Miracle Question technique.
  - a. Identify the person’s **presenting problem** in their own words.
  - b. Write out a “verbatim” (e.g. a dialogue showing what you asked and how they responded) detailing the general flow of the conversation. (Ignore the parts of the conversation not related to solution-building.) This could be a 10-20 minute segment of the conversation or a distillation of the parts of your session specifically related to Miracle co-construction.
 

**\*\*\*Note:** you’ll need a **signed consent** before taping your client.
  - c. Assess how you did at using the “technique” while maintaining the relationship
    - i. Describe if and how you had to adapt your approach to stay connected with your client given his/her uniqueness/diversity
    - ii. Discuss what difference doing this process made for your “client”
  - d. Discuss the effect this conversation had
    - i. on the “client” (what you observed verbally and non-verbally: it would be helpful to ask their opinion about this also)
    - ii. on you (what you felt and thought)
  - e. Discuss what you learned from this exercise that can be generalized to social work practice.

## EVALUATION CRITERIA

The possible grades at FAU are *A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F*. If at any time a student feels a need for help or advice on how to improve his or her performance, he or she should set up an appointment with the instructor.

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

## Assignment Point Distribution

- Read, Apply, and Reflect	5 points × 3 = 15 points
- Storying and Re-storying Our Lives	20 points
- Strengths and Solution-Focused Comparison	15 points
- SFT Criticisms	15 points
- Miracle Question Conversations	25 points
- Class Attendance and Participation	<u>10 points</u>
- Total	100 points

## Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.  
*Participate in group activities and assignments at a comparable level to peers.*  
*Complete work in a timely fashion and according to directions provided.*  
*Come to class prepared, with readings and other homework completed.*
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.  
*Listen while others are speaking.*  
*Give feedback to peers in a constructive manner.*  
*Approach conflict with peers or instructors in a cooperative manner.*  
*Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.  
*Maintain any information shared in class, dyads or smaller groups within that unit.*  
*Use judgment in self-disclosing information of a very personal nature in the classroom.*  
*(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*  
*Never use names of clients or disclose other identifying information in the classroom.*
  
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.  
*Come to class with books, handouts, syllabus, and pens*  
*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*  
*Take responsibility for the quality of completed tests and assignment.*  
*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*
  
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.  
*Academic: Commit yourself to learning the rules of citing other's work properly.*  
*Do your own work and take credit only for your own work.*  
*Acknowledge areas where improvement is needed.*  
*Accept and benefit from constructive feedback*  
  
*Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*
  
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.  
*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*  
*Exhibit a willingness to serve diverse groups of persons.*  
*Demonstrate an understanding of how values and culture interact.*
  
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.  
*Demonstrate assertive communication with peers and instructors.*  
*Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

## Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### Class Attendance and Participation (10 points):

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may

be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

### **Policy on late work and incompletes**

Late work will not be accepted except under extenuating circumstances and as verified by documentation. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical, and theatrical performances, and debate activities. Students missing class due to these circumstances will be provided opportunities to make up missed work without any reduction in the student's final course grade. Reasonable accommodation will also be made for students participating in a religious observance, and must be discussed with the professor in advance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

### **Safe Assign**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

### **Policy on Use of Computers and Recording Devices in the Classroom**

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

### **Textbooks**

**Required Readings** for this course: Required textbook is available at the campus bookstore.

De Jong, P. & Berg, I. K. (2013). *Interviewing for Solutions*. Belmont, CA: Brooks/Cole, Cengage Learning. (4th Edition)  
 ISBN-10: 111172220X  
 ISBN-13: 9781111722203

This manual will be available to you on Blackboard under Course Documents:  
 Bavelas, J., De Jong, P., Franklin, C., Froerer, A., Gingerich, W., Kim, J., Trepper, T. S.

(2013). *Solution-focused therapy treatment manual for working with individuals* (2nd Version). Solution-Focused Brief Therapy Association

## **REQUIRED USE OF THE PUBLICATION MANUAL of the AMERICAN PSYCHOLOGICAL ASSOCIATION, 6<sup>TH</sup> EDITION**

Adherence to in text citations and reference list guidelines of the 6<sup>th</sup> edition of the *Publication Manual* of the American Psychological Association must be used. (APA Format - <http://www.apastyle.org/faqs.html>)

### **Recommended Textbooks:**

- Kim, J. S. (2013). *Solution-focused brief therapy: A multicultural approach*. Thousand Oaks, CA: Sage. ISBN: 9781452256672
- Bannink, F. (2010). *1001 solution-focused questions*. New York: W.W. Norton & Company.
- Berg, I. K. & Dolan, Y. (2001). *Tales of solutions: A collection of hope-inspiring stories*. New York: W.W. Norton.
- De Shazer, S. & Dolan, Y. (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Routledge.
- Greene, G. J., & Lee, M. Y. (2011). *Solution-oriented social work practice: An integrative approach to working with client strengths*. New York: Oxford University Press.
- Sharry, J. (2007). *Solution-focused groupwork*. Thousand Oaks, CA: Sage.
- Simon, J. K. (2010). *Solution focused practice in end-of-life & grief counseling*. NY: Springer Publishing Company.

To access NASW (2008) *Code of Ethics*: <http://www.socialworkers.org/pubs/code/default.asp>

Other course readings will be distributed in class or will be made available to you on Blackboard.

Also, please visit the **Blackboard Web site** for this course <http://blackboard.fau.edu> for additional information.

**IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

## **Course Outline and Reading Assignments**

The following outline and readings may change as the course progresses, given student interests and needs, and/or guest speaker presentations at the discretion of the professor. Any changes will be announced in class and on Blackboard under Announcements, and communicated via email.

Please read the required readings prior to the class when we will be discussing them. Additional readings may be distributed in class. Although you may not have time to read the Recommended materials, they are listed for those with special interests in these topics and they provide a starting point for you if you are going to write a paper on one of these topics. For your convenience, all required readings will be available in the textbook or on the FAU Blackboard Website (under Course Documents).

Class	Topics	Readings & Assignment Due Dates
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>August 25<sup>th</sup></b></p>	<p><b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>• Review of syllabus and introductions</li> <li>• History and overview of SFBT</li> </ul>	
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>September 1<sup>st</sup></b></p>	<p><b>Creating Common Ground</b></p> <ul style="list-style-type: none"> <li>• A Tale of Two Lenses: Problem-Solving and Solution-Building</li> <li>• Language of Change: Questions, Embedded Assumptions, &amp; Creating Common Ground</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Chapters 1 &amp; 2</li> <li>○ De Shazer (1984): The death of resistance</li> <li>○ Anderson &amp; Goolishian (1992): The client is the expert</li> <li>○ Graybeal (2007): Evidence for the art of social work</li> <li>○ Saleebey (2000): Power in the people</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>September 8<sup>th</sup></b></p>	<p><b>Research/Evidence Base</b></p> <ul style="list-style-type: none"> <li>• Is SFBT Evidence-Based?</li> <li>• Research on Diverse Groups</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 11</li> <li>○ Kim: Ch. 3</li> <li>○ Gingerich &amp; Eisengart (2000): Solution-focused brief therapy</li> <li>○ Kim (2008): Examining the effectiveness of solution-focused brief therapy: A meta-analysis</li> <li>○ Corcoran &amp; Pillai (2009): A review of the research on solution-focused therapy</li> <li>○ Kim &amp; Franklin (2009): Solution-focused brief therapy in schools</li> <li>○ Kim, Smock, et al (2010): Is SFBT evidence-based?</li> </ul>

		<ul style="list-style-type: none"> <li>○ Gingrich &amp; Peterson (2012): Effectiveness of SFBT: A systematic qualitative review of controlled outcome studies</li> </ul> <p><b>DUE: Read, apply, and reflect #1</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>September 15<sup>th</sup></b></p>	<p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>● Protocol and Useful Questions for Getting Started in Voluntary Situations</li> <li>● Session Structure in SFBT and within client systems</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Chapters 3 and 4</li> <li>○ SFBT Manual (pp. 4-8, 11-12)</li> <li>○ Berg: Student's Corner</li> <li>○ De Shazer: A brief glimpse into brief therapy</li> <li>○ Berg &amp; Miller (1992): Orienting toward solution</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>September 22<sup>nd</sup></b></p>	<p><b>Goal Formulation</b></p> <ul style="list-style-type: none"> <li>● Goaling Conversations: Refining "well-defined" useful goals</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 4</li> <li>○ SFBT Manual (pp. 9, 39-42)</li> <li>○ Berg &amp; Miller (1992): Chapter 3 – Well-formed treatment goals</li> </ul> <p><b>DUE: Storying and re-storying – Part I</b></p>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>September 29<sup>th</sup></b></p>	<p><b>Miracle Question</b></p> <ul style="list-style-type: none"> <li>● Goal Formulation Protocol</li> <li>● Miracle Question</li> <li>● Presence vs. Absence</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 5</li> <li>○ SFBT Manual (pp. 11-16, 19-21)</li> <li>○ Berg &amp; Dolan (2001): Chapter 2 – What dreams may come...</li> <li>○ De Shazer &amp; Dolan 3</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>October 6<sup>th</sup></b></p>	<p><b>Exception Finding Questions</b></p> <ul style="list-style-type: none"> <li>● Exceptions to problems hold keys to solutions</li> <li>● Finding what works</li> </ul> <p><b>Coping Questions</b></p>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 6</li> <li>○ SFBT Manual (pp. 4-11 &amp; 16-19))</li> <li>○ Berg &amp; Dolan: Chapter 3 – Sorting the wheat from the chaff</li> </ul> <p><b>DUE: Read, apply, and reflect #2</b></p>



<p style="text-align: center;"><b>8</b> <b>October 13<sup>th</sup></b></p>	<p><b>Scaling Questions</b></p> <ul style="list-style-type: none"> <li>• Scaling: Finding a difference that makes a difference</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 10</li> <li>○ SFBT Manual (pp. 16-18)</li> <li>○ Berg &amp; Dolan (2001): Chapter 4 – Mapping the territory</li> </ul>
<p style="text-align: center;"><b>9</b> <b>October 20<sup>th</sup></b></p>	<p><b>Formulating Feedback</b></p> <ul style="list-style-type: none"> <li>• Formulating feedback for clients</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 7</li> <li>○ Berg &amp; De Jong (2005): Engagement through complimenting</li> </ul> <p><b>DUE: Strengths and SFT</b></p>
<p style="text-align: center;"><b>10</b> <b>October 27<sup>th</sup></b></p>	<p><b>Conducting Later Sessions</b></p> <ul style="list-style-type: none"> <li>• Protocol for Follow-up Sessions: Second and subsequent sessions – Building on change to begin the ending and end the beginning</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 8</li> <li>○ SFBT Manual (pp. 21-24 &amp; Appendix B))</li> <li>○ Berg &amp; Dolan (2001): Chapter 10 – Going slowly on the right track</li> </ul> <p><b>DUE: Read, apply, and reflect #3</b></p>
<p style="text-align: center;"><b>11</b> <b>November 3<sup>rd</sup></b></p>	<p><b>Working with Various Populations</b></p> <ul style="list-style-type: none"> <li>• <b>Protocol and Useful Questions for Involuntary Situations:</b> Working with Involuntary Clients: How to “join” those who don’t want to be there.</li> <li>• Cooperation and readiness to change</li> </ul>	<ul style="list-style-type: none"> <li>○ De Jong &amp; Berg: Ch. 9</li> <li>○ De Jong &amp; Berg (2001): Co-constructing cooperation with mandated clients</li> <li>○ SFBT Manual (pp. 20-24 and Appendix B)</li> </ul> <p><b>DUE: Storying and re-storying – Part II</b></p>
<p style="text-align: center;"><b>12</b> <b>November 10<sup>th</sup></b></p>	<p><b>Now and the Future</b></p> <ul style="list-style-type: none"> <li>• Critiques, concerns, questions, and discoveries</li> <li>• Situating SFT within the context of your social work education and social work practice</li> </ul>	<ul style="list-style-type: none"> <li>○ Stalker, Levene, &amp; Coady (1999): Solution-focused brief therapy – one model fits all?</li> <li>○ De Shazer &amp; Dolan (2007): Chapter 10</li> <li>○ Miller &amp; de Shazer (1998): Have you heard the latest rumor about...?</li> <li>○ Miller &amp; de Shazer (2000): Emotions in SFT</li> </ul>

		<ul style="list-style-type: none"> <li>○ Wettersten, Lichtenberg, &amp; Mallinckrodt (2005). Associations between working alliance and outcome in SFBT and brief interpersonal therapy</li> </ul>
<p style="text-align: center;"><b>13</b> <b>November 17<sup>th</sup></b></p>	<p><b>The Future of SFT</b></p> <ul style="list-style-type: none"> <li>● SFT's future and your future plans of using SFT</li> </ul>	<ul style="list-style-type: none"> <li>● Trepper et al. (2006): Steve de Shazer and the future of solution-focused therapy</li> <li>● Pichot &amp; Dolan (2003): Chapter 8 – Solution-focused supervision</li> <li>● Simon (2010): Part III – Applying solution focused brief practice to end-of-life and grief counseling</li> <li>● Sharry (2007): Chapter 8 – Managing ‘difficult’ groups</li> </ul> <p><b>DUE: SFT criticisms</b></p>
<p style="text-align: center;"><b>November 24<sup>th</sup></b></p>	<p><b>Happy Thanksgiving!</b></p> <p>FAU Holiday: <b>No Class</b></p>	
<p style="text-align: center;"><b>14</b> <b>December 1<sup>st</sup></b></p>	<p><b>Final Class</b></p> <ul style="list-style-type: none"> <li>● Class Evaluation</li> <li>● Reflections</li> </ul>	<p><b>DUE: Miracle Question Conversations</b></p>

\* In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

\*\*\*\*\*

## Bibliography

Additional readings will elaborate and expand upon class content, as well as provide a basis for class discussion.

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- Duncan, B., et al. (July/Aug. 1997). Stepping off the throne. *Family Therapy Networker*, 23-33.
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- Lowe, R. (2005). Structured methods and striking moments: Using question sequences in "living" ways. *Family Process*, 44(1), 65-75.
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## Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

## Social Media Policy

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, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should 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 should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be

representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid “friending” clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

**DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://cdsi.fau.edu/ssw/current-students/nondiscrimination-policy/>

**RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you need accommodations for official religious holidays.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>.

**The instructor reserves the right to adjust this syllabus as necessary.**

## UGPC

---

**From:** Joy McClellan <JMCCLEL2@fau.edu>  
**Sent:** Friday, October 21, 2016 1:17 PM  
**To:** Joy Longo; Karethy Edwards; Paul Peluso; rstackma@gmail.com  
**Cc:** Diane Sherman; Naelys Luna  
**Subject:** RE: New Course Proposal: Solution Focused Therapy  
**Attachments:** SOW 6758 new course proposal.pdf; SOW 6930 Solution Focused Therapy Syllabus Akdeniz Fall 2016.docx

Revised per feedback- please review this one instead?



**Joy McClellan, LCSW**  
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MSW Program Coordinator  
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**From:** Joy McClellan  
**Sent:** Friday, October 21, 2016 12:55 PM  
**To:** Joy Longo <JLONGO5@health.fau.edu>; Karethy Edwards <edwardsk@health.fau.edu>; Paul Peluso <ppeluso@fau.edu>; 'rstackma@gmail.com' <rstackma@gmail.com>  
**Cc:** Diane Sherman <dgreen@fau.edu>; Naelys Luna <ndiaz10@fau.edu>  
**Subject:** New Course Proposal: Solution Focused Therapy

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for the Solution Focused Therapy course we have been providing our students as a Special Topics elective. I am requesting that you review and provide comments if you feel as though your department will be affected by this new course.

This course had been approved previously but expired as we did not offer the class for three consecutive semesters.

Thanks very much-

Joy McClellan



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## UGPC

---

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**Sent:** Friday, October 21, 2016 12:55 PM  
**To:** Joy Longo; Karethy Edwards; Paul Peluso; rstackma@gmail.com  
**Cc:** Diane Sherman; Naelys Luna  
**Subject:** New Course Proposal: Solution Focused Therapy  
**Attachments:** SOW 6930 Solution Focused Therapy Syllabus Akdeniz Fall 2016.docx; SOW 6758 new course proposal.pdf

Dear Drs. Longo, Edwards, Peluso , and Stackman:

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Thanks very much-

Joy McClellan



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## UGPC

---

**From:** Joy McClellan <JMCCLEL2@fau.edu>  
**Sent:** Friday, October 21, 2016 1:15 PM  
**To:** Paul Peluso; Naelys Luna  
**Subject:** RE: New Course Proposal: Solution Focused Therapy  
**Attachments:** SOW 6758 new course proposal.pdf; SOW 6930 Solution Focused Therapy Syllabus Akdeniz Fall 2016.docx

Of course. Please see attached- and thank you for your patience while I learn the nuances of this new role!



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**From:** Paul Peluso  
**Sent:** Friday, October 21, 2016 1:06 PM  
**To:** Joy McClellan <JMCCLEL2@fau.edu>; Naelys Luna <ndiaz10@fau.edu>  
**Subject:** Re: New Course Proposal: Solution Focused Therapy

Dear Joy and Naelys,

I am pleased in the course offering that you are putting forward. May I ask for a small accommodation? In the past, it has been helpful for our department to emphasize in the title and course description "Counseling" and for the Social Work department to emphasize "Social Work." This small clarification makes it easier for some of my colleagues to endorse the courses in Social Work (as the reverse has also been the same with colleagues in your department previously). It is an arrangement that has worked very successfully in the past. Would that be too much to ask? I appreciate you being sensitive to these concerns.

Regards,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT  
Professor and Chair

Past-President, International Association of Marriage and Family Counselors (IAMFC)

Editor in Chief, Measurement and Evaluation in Counseling and Development

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(561) 297-2309 (Fax)

On Oct 21, 2016, at 12:54 PM, Joy McClellan <[JMCCLEL2@fau.edu](mailto:JMCCLEL2@fau.edu)> wrote:

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for the Solution Focused Therapy course we have been providing our students as a Special Topics elective. I am requesting that you review and provide comments if you feel as though your department will be affected by this new course.

This course had been approved previously but expired as we did not offer the class for three consecutive semesters.

Thanks very much-

Joy McClellan

<image001.png>

<SOW 6930 Solution Focused Therapy Syllabus Akdeniz Fall 2016.docx><SOW 6758 new course proposal.pdf>