



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6090 Practicum II - Solution Focused Therapy COURSE OUTLINE – FALL 2023

1. GRADUATE CALENDAR DESCRIPTION

This course features supervised clinical practice in couple and family therapy. It involves regular clinical work with couples, families, and individuals. Students meet with faculty each week for up to six hours of supervision. Supervision over the semester will involve both group and individual/dyadic meetings.

Credit Weight:	1.0 credits
Course Hours:	3.0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRAN 6090-I
Co-Requisites(s):	
Restriction(s):	CFT Students only

2. COURSE DESCRIPTION

This is the second in a series of CFT on-site practica. The focus in this semester is on the Solution Focused Therapy (SFT) Model, which is one of the major strengths-based, collaborative models in the psychotherapy field. Students will learn about the history of SFT, the model's underlying assumptions, and the therapy strategies and in-session skills associated most closely with the SFT model. Students will practice the SFT strategies and in-session skills in their on-going clinical work with couples, families and individuals at the Maplewoods Centre. Students will participate in therapeutic teamwork utilizing the SFT consultation framework. Systemic thinking and practice will be highlighted, consistent with the training commitments of the CFT Program. This practicum will promote therapy practice that includes consideration of the historical contexts, social locations, dominant discourses and social, political and economic structures affecting people's lives. This practicum involves active participation in a range of academic, experiential, and clinical activities designed for the professional development of CFT therapist-interns.

3. TIMETABLE

Lecture:	Tuesdays 10:00AM-12:00PM
Location:	MWC

Supervision: [Supervision will be held on Tuesday afternoons and in a rotating schedule. The schedule was sent out by Emma on August 14th, 2023 along with the on call schedule. These can also be found on courselink.]

Clinical Teams: [A schedule for clinical team work will be established in week one]

4. INSTRUCTIONAL SUPPORT

Course Instructor: Kevin VanDerZwet Stafford
Email: kstaff01@uoguelph.ca
Telephone: 519-824-4120 ext. []
Office: 133 MWC
Office Hours: by appointment

Co-Supervisor: Emma Turner
Email: eturne01@uoguelph.ca
Office: 149 MWC
Office Hours: by appointment

5. LEARNING RESOURCES

Required Resource(s):

Ghul, R. (2015). The Power of the Next Small Step.

Winbolt, Barry. (2011). Solution Focused Therapy for the helping professions.
 Full e-book available on UofG course reserve.

Additional articles - see Ares reserve on Courselink

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Conceptual. Develop an understanding of the conceptual aspects of Solution-Focused Therapy as a leading-edge approach within the field of individual and relational therapy and psychotherapy, including the underlying assumptions, the historical-contextual development of this perspective, major concepts, distinctions from other approaches,	1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 4.4, 4.5, 8.1, 8.2, 8.3	1.1, 1.2, 1.3, 5.1, 5.2	1.1, 1.2, 1.3, 3, 4.1, 4.3

and its overall strengths and limitations through scholarly readings, class discussions, and written or oral assignments.			
Therapeutic Interviewing and Team Skills. Apply Solution-Focused Therapy practices in on-going clinical work with a wide variety of clients across the life-span with widely diverse presenting concerns and lived experiences through direct clinical work and supported through supervision. Facilitate and participate in clinical teams, as a therapist and team member.	1.2, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.7	1.2, 1.4, 1.5, 3.5, 4.2, 4.5	1.2, 2.2, 3, 4.1, 4.3, 4.4
Assessment, Hypothesizing and Documentation Skills. Engage in Solution-Focused Therapy practices of: (a) collaboration with clients regarding the resources and constraints they are experiencing, (b) co-development with clients of initial goals for the therapy work, (c) writing Solution-Focused oriented clinical documents, (d) on-going co-evaluation with clients of their progress and the helpfulness of the therapy process, (e) engage in systemic hypothesizing and apply this in on-going clinical work, (f) conduct appropriate safety and risk assessment measures when needed, and (g) tracking and completing all necessary clinical documentation. This learning outcome will be achieved through the integration of scholarly course readings, class discussions, clinical practice, file meetings, and supervision.	1.2, 4.4, 4.5, 5.1, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7	1.2, 2.1, 2.3, 3.5, 3.7, 4.1, 4.2, 4.4, 4.5, 4.7	1.2, 2.1, 2.2, 3, 4.4
Ethics, Accountability and Professional Identity Development. Understand and comply with ethical principles, codes of ethical conduct, and “best practices” in clinical work. Review personal ethics, extend development of preferred professional identity, and learn Solution-Focused practices for maintaining a therapeutic positioning that embraces complexity, engenders hope, and reflects personal and professional accountability. This learning outcome will be achieved through the integration of class discussion, clinical practice, supervision, and reflective writing assignment.	1.2, 2.1, 2.2, 3.3, 4.3, 6.1-6.4, 7.2, 7.5	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 4.3, 4.6	1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 4.4
Diversity. Develop an awareness of differences and use this awareness to engage respectfully	3.1, 3.2, 3.3, 5.1, 5.2, 7.1	1.5, 2.1, 2.2, 2.3, 4.3	2.1, 2.2, 3, 4.2, 4.4

and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation. This learning outcome will be supported through class discussions, reflective writing assignments, and supervision.			
Power Relations and Reflexivity. Develop a personal and professional understanding related to the intersections of social locations and how these influence people's lives. To extend skills in critical analysis of the power dimensions inherent in all relationships, including especially the therapeutic relationship. To practice reflexivity with respect to analyzing one's own participation in complex power relations and the construction of "knowledge" that may be oppressive or liberating for self and others. This learning outcome will be achieved through scholarly course readings, class discussion, reflective writing assignments, clinical work and supervision.	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.5, 6.2, 7.5	1.4, 1.5, 3.4, 3.5, 4.3	2.1, 2.2, 3, 4.2, 4.3, 4.4

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1 September 12	Introduction to SFT Kim-Berg and deShazer interview on video to be shown in class	Winbolt, Barry. (2011) <u>Solution Focused Therapy for the helping professions.</u> Chapter 2
2 September 19	Foundations of SFT: the approach	De Shazer et al (1986). <i>Brief Therapy: Focused Solution Development</i> . Family Process Duncan, B; Miller, S; & Coleman, S. (2001). <i>Utilization: A seminal Contribution a Family of Ideas and a new generation of applications</i> . In B. Duncan, S. Miller & S. Coleman (Eds) the Handbook of Ericksonian Psychotherapy. This article is a re read from FRAN6160

3 September 26	Foundations of SFT: Assumptions	SFT Assumptions document provided. Winbolt, Barry. (2011) <u>Solution Focused Therapy for the helping professions.</u> Chapter 4
4 October 3	Foundations of SFT: Implementation part 1	Winbolt, Barry. (2011) <u>Solution Focused Therapy for the helping professions.</u> <u>Chapter 8</u> Kim-Berg, I & de Shazer S. (1993). <i>Making Numbers talk</i> . In New language of Change.
5 October 10	No class study break day	
6 October 17	Foundations of SFT implementation Part 2	Molnar A & de Shazer, S. (1987). Solution-Focused Therapy: Toward the identification of Therapeutic Tasks.
7 October 24	Language of Change	Winbolt, Barry. (2011) <u>Solution Focused Therapy for the helping professions.</u> Chapter 6 and 7
8 October 31	SFT and Children/Adolescents	Selekman, Matthew. The first Interview Co-creating a context for Change in Matthew Selekman (1993). Pathways to Change. Guilford. Winbolt, Barry. (2011) <u>Solution Focused Therapy for the helping professions.</u> Chapter 9
9 November 7	No class Kevin Away this week	

10 November 14	Single Session	Christina Kocharakkal guest speaker
11 November 21	Ethics and Professional Issues	J. D Woody (1990) <i>Resolving Ethical Concerns in Clinical Practice Ethical decision Making</i> . JMFT Mate, Gabor “the last place you want to be: Faces of Trauma” in Gabor Mate (2022). <u>The Myth of Normal</u> . Knopf.
12 November 28	Student Presentations	
13 December 5	Ethics and Professional Issues	CRPO Professional Practice Standards Mate, Gabor <u>The Myth of Normal</u> . Knopf. Chapter 2-3

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site. |

Live Clinical Teams: As an extension of the course and supervision, Clinical Teams are a mandatory component of the practicum and are scheduled outside of class time and weekly supervision. The practicum instructor/supervisor and co-supervisor are required to participate to support the students’ learning experience. The purpose of this is to provide sufficient class time for theoretical learning and practice and to meet the needs of clients by scheduling teams during times that fit best for them. In addition, by structuring Clinical Teams outside of class time, this provides opportunities for participation and collaboration across the first and second year MRFT cohorts.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Class Participation	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.4, 5.1, 5.2	Throughout Semester	PASS/FAIL
Learning Goals	1.2, 2.1-2.3, 3.1, 3.2, 5.1, 5.2, 6.1-6.4, 7.1-7.7	Week 2	PASS/FAIL

Assessment	LOs Addressed	Due Date	% of Final
Cultivating the Practice of Solution Focused Therapy in class Presentation	1.1, 1.2, 1.3, 2.1-2.3, 4.2, 4.4, 4.5, 5.1, 7.1, 7.2, 7.3, 7.4, 8.1-8.3	Week 11	PASS/FAIL
Reflective Writing Assignments	2.1-2.3, 3.2, 4.3, 7.5	Week 4 & 8	PASS/FAIL
Clinical Experience – including Clinical Teams, Supervision, and Clinical Work	1.2, 2.1-2.3, 3.1, 3.2, 5.1, 5.2, 6.1-6.4, 7.1-7.7	Throughout Semester	PASS/FAIL
			Total: PASS/FAIL

Assessment Details

Class Participation

Each student/intern is expected to come to class ready to engage in thoughtful, constructive, applied conversation and analysis of the assigned readings. Active class participation is based upon the ability to discussion, question, summarize, critique, and incorporate the assigned readings and videos in class and to apply that knowledge in session.

Learning Goals

Each student will develop three written learning goals relevant to this practicum and in consideration of their current clinical development that they will work toward over the course of the semester. Learning Goals are to be submitted to the course instructor and course co-supervisor by September 19.

Reflective Writing Assignments:

Each student will write two reflective papers (3-5 pages double spaced).

In the **first** reflective paper you will reflect on the ways in which SFT has influenced you as a person and in non-clinical settings (workplace, home, friends, family etc).

- What elements of SFT do you or have tried to apply in your non-clinical life?
- What difference has this made to you to others in your life?
- What aspects of SFT align with and strengthen your own “ways of being” and living in the world?

When considering this assignment and questions, students are encouraged to reflect privately on their personal lives and engage ins a SEUS reflection conversation with self or with someone in your personal life. In writing the submitted reflective paper, there is no expectation that students will disclose personal information beyond their comfort level.

In the **second** paper students will reflect on the application of the model with clients.

- What if any ethical concerns, considerations or questions do you have about how the model is used?
- What if any, additional critique do you have about the use of the model and its application?
- Do you have a solution for how you might address the critique(s)?

This paper is intended to be your own reflections of your use and understanding of the model and students are not expected to conduct research to write this paper. However, it is also expected that

students will not ask questions or reflect in a curious way about aspects of the model that have already been addressed in class discussions or readings.

Cultivating the Practice of Solution Focused Therapy – in class presentation

Each student will present their personal conceptualization of SFT and demonstrate how they are using it with Maplewoods Centre clients. Each student will 1) outline how they currently understand and apply the SFT model including the ways in which it facilitates or constrains their developing personal style of therapy. In presenting this understanding students *must* make clear links to the assumptions and tenants that underly SFT - a primary focus on the use and application of technique or “tools” will be woefully insufficient. 2) Students will demonstrate the application of this understanding by showing multiple clips from their own Maplewoods client sessions. Presentations will occur in the last two weeks of classes, actual date for the presentations and time limits will be negotiated in the first class.

Questions for consideration when discussing current understanding of the SFT philosophy and model:

- What stands out for you as beneficial, intriguing, different, about the philosophy behind the SFT model? In what ways does this align with or has influenced your developing personal style as a therapist?
- What SFT assumptions are you most drawn to and what is it about them or you that draws you to them?
- What assumptions do you find more challenging to conceptualize or buy into – what is it about them or you that makes these more of a challenge?
- What SFT techniques are you most drawn to or find most useful? What is it about these or you that draws you to them? How do you understand how the techniques or questioning stances are born from or influenced by SFT assumptions?
- What stands out for you as being a difficulty, challenge, or critique of the SFT model as you have used it this term?
- What have you noticed about yourself as a person or developing therapist that is different having used this model and ideas for a semester?

Presentation of understanding in action:

- Each student will select multiple clips that help demonstrate how they have applied their understanding of the SFT philosophy, model and techniques. Students may select clips from more than one client and may draw on sessions throughout the semester. In doing so, students may need to ensure that they can archive certain sessions within the VALT system.
- Student session clips can include:
 - focus on the therapist asking questions or demonstrating interventions that are reflective of their understanding of the model and their preferred ways of using the model.
 - The client speaking with explanation of how what the client was saying:
 - influenced the therapists conceptual thinking about the application of the model.
 - opened space for them to ask a certain set of questions.
 - facilitated or constrained the therapist’s ability to stay influenced by the underlying assumptions of the model.

Other questions for consideration:

- How did you experience the SFT model as facilitating change for this client(s)?
- What do you imagine it is about the client, model or you that contributes to that change?
- What do you see as the general strengths and the limitations about the SFT model?
- What do you see as the strengths and the limitations about the SFT model when working with marginalized, or BIPOC clients.
- What if any ethical concerns or considerations you have when using the SFT model?
- Comment on similarities and differences with dialogic/collaborative language systems.
- How has working with this model and holding its assumptions influenced your:
 - theory of change
 - assumptions about change
 - conceptualizations of problems and what constitutes a “solution”.

IMPORTANT: There is no expectation that all questions posed are addressed.

Clinical Experience

This course is linked to the students ongoing clinical experience which includes the delivery of ongoing face-to-face and virtual clinical services through the Maplewoods Centre and accumulation of expected direct client contact hours. It also includes the receipt of face-to-face and in person and weekly supervision, live clinical teamwork, ad-hoc supervision, emergency-on-call supervision; documentation writing review and support and file meetings to support indirect service. All of these activities will take place *outside* of designated class time. The course instructor/supervisor and co-practicum supervisor will provide primary support for clinical work. The course instructor (in collaboration with the co-practicum supervisor) will take the lead in organizing mid-term and final review dialogues, supervising clinical teamwork, and ensuring availability for weekly supervision, ad-hoc and emergency on-call supervision for the duration of the semester. The course instructor/supervisor and co-practicum supervisor will meet on a bi-weekly basis to review clinical progress, and clinical situations involving risk, and monitor student’s progress toward learning outcomes. The course instructor and or Manager of Clinical Supervision, will coordinate regularly scheduled file meetings to review and monitor progress of indirect service. Students who do not stay up-to-date with indirect service responsibilities (documentation) risk not acquiring new clients or advancing to the next practicum. Students who do not progress satisfactorily may be at risk of not advancing to the next practicum.

- Continue Direct Client contact hours to reach semester goal of 85-110 hours
- Engage in weekly individual and or group supervision.
- Prepare and engage in file meetings in consultations with course instructor and or manager of Clinical Supervision.
- Access consultation, ad-hoc, emergency on-call as needed
- Participate in Live Clinical Teams.
- Ensure completion of all aspects of in-direct service including clinical documentation.
- Ensure closure of all direct and indirect service related to clients you are no longer seeing at Maplewoods Centre.

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.]

10.UNIVERSITY STATEMENTS**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students

need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

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