The University of Kansas  
School of Social Welfare  

Master Syllabus: SW 811  
Solution Focused Brief Therapy  

Instructor:  
Location:  

Office Hours:  
Phone #:  

Prerequisites: Advanced level MSW student, SW810  
Credit Hours: 3  

I. COURSE RATIONALE  
A. How the Course Relates to the School’s Mission.  
Social work practices are, in part, shaped by their contexts. All practitioners must be willing and able to adapt basic purposes, knowledge, values and skills for application in a wide range of specific contexts. The mission of the University of Kansas School of Social Welfare 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 thorough and comprehensive level of knowledge for social work practice which is informed by this competency-based, collaborative, post-modern model. This knowledge base prepares students for advanced level practice by integrating foundation level knowledge and advanced clinical practice theory and methods with Solution-Focused theory and methods. 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. Students enrolled in this course will have an advanced field practicum where they can apply and practice Solution-Focused theory, methods, and skills.  

B. How this Course Links with Other Courses in the Curriculum  
Social Work 811 builds on generalist practice, human behavior in the social environment, policy and research courses mastered in the foundation year of the program as well as in the first semester of the advanced year. Students will continue their examination of client problems within the context of the person and environment within a broad range of practice settings. Emphasis on micro, mezzo and macro systems introduced in generalist practice will enhance integration of assessment, goal development and helping efforts. Students will strengthen collaborative and strength-based engagement, assessment, planning, intervention and evaluation skills as they apply these skills to direct and indirect practice with persons in clinical settings. Information from individual and community human behavior courses will provide a knowledge base for examining normal developmental stages of persons with emphasis on strengths and challenges experienced within the family, the work environment, and the community. Policy content will be infused throughout the course as we examine the implications of this approach to
programming, policies, procedures, legislation, and funding. Knowledge of research will be strengthened as students critique and apply empirically-based intervention strategies to their clinical practice.

C. How this Course Prepares Participants to be Advanced Level Practitioners
This course is designed to prepare social work students to become advanced level practitioners. While this course will be practice oriented and pragmatic in nature, students will be challenged to always utilize intervention skills within the context of social, psychological, spiritual, economic, political, cultural, and biological variables. Current research regarding clinical intervention efficacy will be reviewed and critiqued in order to develop practical skills in outcome-oriented clinical practice. Attention will also be given to practice with diverse groups, including those affected by poverty, disability, sexual orientation and/or racial or ethnic minority status, and the “political” implications of empowerment-based practice with diverse and/or marginalized populations.

D. What This Course Covers
In general, course participants will learn a systemic, pragmatic method to identify, access, and utilize client competencies and strengths in order to empower them toward the discovery of solutions to their problems in living. Even though the course framework will be organized around the traditional social work concepts of beginning (assessment and contracting), middle (intervention), and ending (termination and evaluation), these phases will be discussed in a non-traditional fashion. “Assessment” will focus on identifying client goals, competencies, language usage, world view, and readiness for change rather than pathologies or deficits used in traditional diagnostic distinctions. “Interventions” which will initiate change processes based on what already works within people’s repertoire and environments will be taught and practiced. “Evaluation” will be taught as a continual process necessary to maintain rapport and to collaborate with clients in progressing toward their own goals. Final “evaluation” will be of the helping relationship’s ability to facilitate the clients’ achievement of his/her goals (outcomes) in a way that is ecological in terms of the totality of their lives. Students will be expected to explore the application of this approach to helping with their practicum population.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES
By the end of the semester, students will be able to:

1. Describe and analyze the use and purpose of the Solution Focused Brief Therapy model in advance clinical practice (Reflects Clinical Concentration Objectives 2, 5, 6)
2. Examine the empirical support for Solution Focused Brief Therapy and analyze the major components of and the constraints involved in applying the Solution Focused Brief Therapy model based on one or more evaluative frameworks. (Reflects Clinical Concentration Objectives 2, 5, 6)
3. Critically analyze the effects of applying the Solution Focused Brief Therapy model to their practice. (Reflects Clinical Concentration Objectives 2, 4, 5, 7)

4. Analyze the values and relevance of using the Solution Focused Brief Therapy model as a diagnostic framework to understand the client and to develop an appropriate treatment plan with the client’s full participation. (Reflects Clinical Concentration Objectives 1, 2, 6)

5. Critically analyze the use of the DSM IV in the Solution Focused Brief Therapy model and apply these concepts of assessment when appropriate. (Reflects Clinical Concentration Objectives 1, 5)

6. Develop intervention plans based on their assessment of specific case materials and analyze the relationship of subsequent practice activities to those plans. (Reflects Clinical Concentration Objectives 2, 5, 7)

7. Identify gaps in resources when performing their ongoing clinical responsibilities and influence institutional and professional systems in order to improve resource availability to clients. (Reflects Clinical Concentration Objectives 3, 4, 5, 6)

8. Describe important characteristics of relationships with other professionals and their differential impact on collaborative clinical practice on behalf of families. (Reflects Clinical Concentration Objectives 2, 3, 4, 6)

9. 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. (Reflects Clinical Concentration Objectives 1, 2, 5)

10. Apply methods for evaluating the clinical process in the Solution Focused Brief Therapy model and use the resulting feedback to modify, when necessary, their practice activities with families, colleagues and/or collaterals. (Reflects Clinical Concentration Objectives 3, 7)

11. Demonstrate an understanding of the ways in which factors related to economic and social justice impact the lives of individuals. (Reflects Clinical Concentration objective 3)

12. Critically analyze the ethical and value implications of the Solution Focused Brief Therapy model for clients, professionals, and social service organizations. (Reflects Clinical Concentration Objective 6)

13. Integrate the sum of their academic and experiential learning processes through a concerted focus on the course of their MSW studies, achieved through a semi-structured capstone agenda designed for all clinical students during their final weeks of their academic stay (Reflects Clinical Concentration Objective 6)

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III. CURRICULUM THEMES
The overarching themes that guide the total curriculum of the School of Social Welfare are integrated throughout the practice-oriented curriculum. This course is practice-oriented because
knowledge is applied to specific areas of practice in health and mental health settings.

The strengths perspective is a humanistic, empowerment approach to social work practice in both health and mental health settings that operates on the assumption that all persons have untapped mental, physical, and emotional resources. Students are encouraged to extend their understanding of assessment, goal setting, design and selection of interventions, and evaluation practices in health and mental health practices, and to view themselves as collaborators in working with clients to achieve their chosen goals.

This course carries forth the School’s commitment to the principles of securing social justice and honoring diversity. This commitment entails helping students develop an appreciation for multiculturalism and an awareness of how oppression limits human and community development, and to foster economic and social justice that enables all persons to pursue their chosen goals. Students in the Social Work in Health and Mental Health course will examine and assess institutional policies, corresponding practice methods, and related research in accordance with these values.

Consistent with a critical perspective, students in the Social Work in Health and Mental Health course will be expected to raise questions, reflect upon and systematically evaluate and apply the divergent theories and knowledge claims upon which social work practice is based in these clinical settings.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. THE LIBERAL ARTS PERSPECTIVE
Building upon the liberal arts perspective, students in this course are expected to: (1) think and write clearly and effectively about their practice activities, the effects of those activities, and specific ways in which client outcomes can be improved; (2) understand ways in which knowledge is gained and applied through review of practice research findings and analysis of various practice theories relevant to clinical social work practice; (3) use knowledge of the social, biological, and behavioral sciences in completing broad based bio-psycho-social assessments of clients’ problem situations; (4) use knowledge of history in understanding the impact of a history of oppression on different ethnic groups' current functioning and the influence of family history on individual functioning; (5) understand the effects of variations in worker/ client values on the clinical helping process through knowledge of clients whose cultures are different from their own.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

V. PROFESSIONAL PURPOSES AND VALUES
The person-environment focus is the basic framework for presenting the content of this course. Students are expected to demonstrate the ability to shift from the more typical person-oriented focus to one that reflects an ability to analyze human functioning in terms of both intrapsychic and environmental influences. Students are also expected to demonstrate the ability to shift form
the more typical pathology or deficit based models to a competency or strength based approach in order to build on both individual and environmental resources. In addition, the value assumptions of the Solution-Focused Brief Therapy model will be explored and the implication of these assumptions on the professional assessment of client functioning and how we attempt to help will be discussed.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS
Sensitivity to ethnic minorities, sexual minorities, women, elderly, children, poor, or other vulnerable or diverse populations will be infused throughout this course. Special attention will be given to how the unique strengths and resources found within any diversity can be capitalized upon to help people maintain a sense of dignity and worth, as well as to develop a sense of pride as individuals or groups experience mastery regarding the challenges they face. These challenges will be viewed as developmental opportunities for learning and growth. While the Solution-Focused Therapy model does not explicitly address issues of diversity, oppression, and social justice, the approach is based on the assumption fundamental to Solution-Focused theory that every individual is profoundly unique, which must be taken into account by always one’s approach to meet the needs and conform to the “style” of the individual. As a result, even groupings of individuals by diversities is seen as running the risk of obscuring one’s individuality, and hence engaging in a subtle form of oppression. Lecture and discussion will focus on how the Solution-Focused model can operationalize social work’s commitment to regarding diversity and opposing oppression at the micro and mezzo levels of practice, as well as where social work theory calls for macro interventions that incorporate yet go beyond Solution-Focused theory.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VII. TOPICS and Course Schedule
Must be covered:
• The development of the solution-focused model, by whom, and with what theoretical or conceptual influences.
• The differences between the solution-building paradigm and problem-solving paradigm.
• The basic assumptions that inform SFBT and how these fit with the core social work values, social and economic justice concerns, the ecological perspective, and the strengths perspective.
• The roles of the helper and client in SFBT, and how this affects the helping relationship.
• What information is utilized in assessment and hence “privileged” in SFBT, and how this differs from traditional pathology based approaches, including those using DSM-IV categorizations.
• What Duncan, Miller, and Hubble’s meta-analysis of 40 years of outcome research suggests in answering the question, “What works in psychotherapy?”
• Examine the empirical evidence on SFBT and how it relates to current evidence-based practices.
• Categories of solution-focused questions and when and how to use them in solution-building.
• Well-defined goal criteria, and how to facilitate goaling conversations that refine useful goals for therapeutic change, as well as promote personal agency and self-determination.
• Using systemic questions to promote ecological change within complex social environment.
• Utilizing “exceptions to problems” to access abilities, re-moralize, and search for potential keys to solution development.
• Assessing readiness to change and using “homework” suggestions to cooperate with clients and facilitate between-session discovery of clues to solutions.
• Respecting diversity and individuality in time-efficient, outcome-oriented practice and utilizing culturally competent practice.
• Using the hypothetical frame, with its hypnotic underpinnings, to open space for possibilities.
• Summation of students’ academic and experiential learning processes through capstone assignment.
• Utilizing the solution-focused lens to promote social justice at the mezzo and macro levels.
• Working with involuntary clients using the solution-focused approach.
• Working with young children and adolescents using the solution-focused approach.

Recommended topics:
• The postmodern perspective.
• How SFBT is similar to and different from other brief therapy models.
• Commonalities of Strength Perspective, Narrative Approach, Solution-Focused Therapy, Feminist Therapy, Collaborative Language Systems Therapy, Resilience Model, research on hope, and other collaborative and/or competency based approaches and traditional social work practice principles.
• What to do when doing “more of what works” doesn’t work.
• Critiques, criticisms, and limitations of SFBT.
• Working with involuntary clients while being solution-focused.
• How to organize second and subsequent meetings to facilitate and integrate change.
• Effective “brief” therapy with longer-term clients.
• Working with couples, families and groups using solution-focused ideas.

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. READINGS

Required Text options:

Individual instructors must either select one of the texts listed or obtain approval from the faculty mentor for an alternative text.
**Recommended Optional Books:**


Recommended Required Articles & Book Chapters:


**Recommended Optional Articles or Book Chapters:**


For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.

IX. RECOMMENDED ASSIGNMENT OPTIONS
Storying and Re-storying Our Lives

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. (Educational Outcomes 1, 2, 5, 9, 10, 12)

(Part I)
Directions: Part I: Write a 2-4 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 remains painful or with which you still struggle.

2. Discuss your emotional experience (what you felt and/or feel) re: this.

3. Discuss what meanings (messages/self-talk about your worth, competence, loveability, etc.) go through your mind re yourself in this experience.

4. Discuss how this experience has affected you personally and professionally (e.g. how do you behave as a result of this? What old feelings show up in current contacts? etc.).

5. Discuss this experience using any professional lens you choose, such as Bowen, developmental, cognitive-behavioral, disease model of addictions, etc. (e.g. How would the problem be framed? What does the model say you should do to help yourself? How helpful is the model to you re: this concern? etc.). Make at least 2 citations re: the professional lens you have chosen to analyze your experience.

(Part II)
Directions: Part II: Write a 2-4 page paper with 2-4 citations, as follows:

1. Retell the story using a solution-focused lens.

2. Discuss what new meanings you draw from this re-storying.

3. Discuss any changes in your emotional responses to the re-storying of the event.

4. Discuss how this different story may change your personal and professional future in ways
5. Discuss how and what you have learned is relevant (or not) to 6 core social work values.

**Group Project**

*Purpose:* The solution-focused model is a collaborative model. This assignment will offer an opportunity for students to collaborate with each other on some topic or area of interest from the SF approach. *(Educational Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12)*

*Directions:*
1. Form a group and develop a plan for a project that will enhance your learning about the solution-focused model. (e.g. video tape then analyze an interview re: some aspect of the SF process: do a skit, simulation or presentation to demonstrate the approach: develop and facilitate an experiential exercise to help the class learn some aspect related to the SF approach: develop a solution-focused DSM: etc.)

2. Submit a short typed proposal for your project by class #6. Include in your proposal:
   a. List of group members.
   b. What you want to do (teach a class, do a demonstration, develop a learning exercise, make a handout/information sheet, apply the approach with a unique population, write a skit or song, etc.: be creative!).
   c. What difference you are hoping your project will make (e.g. how you will know your project was helpful to you, to clients, and/or to class).
   d. When you’ll complete the project (e.g. when you’ll do the class presentation, turn in your paper, etc.) and if you need anything for the project (e.g. how much time you want to present, if you need volunteers or video equipment, if you want any consultation from me, etc.).

*Note:* if quite involved, this can count as two assignments (to be negotiated with instructor).

**On-line Dialogue about SFBT**

*Purpose:* This assignment is intended to expose students to the international dialogue about this emerging model, its usage, its usefulness, and its critiques. You will apply what you learn in your practice and also share what you learn with others in the class, so look for information that will be useful in practice. *(Educational Outcomes 1, 2, 4, 5, 9, 11, 12)*

*Directions:*
1. Find a web page, discussion group or chat room where SF ideas/approach are being discussed or presented. Select something that helps you put S.F. idea(s) to use (e.g. overview of model, what questions to ask when, how to help one who abuses substances, etc.). If you find a suite that is only for marketing, or is not somehow
useful to your practice, find another one.

2. Write a 2-3 page paper about the following:
   a. The address of the suite.
   b. Describe/detail what you found (comparison, pro and con discussion, explanation of a concept/idea, case discussion, steps to a technique, etc.).
   c. Describe what you did (or might do) to put the ideas/what you learned to use with a current client, and what happened (or you hope will happen) as you did (or do) so.

3. Make copies for your classmates. Attach a copy of whatever you pulled from the web to write this paper to the instructor’s paper only (these will not be returned).

NOTE: Any assignments that require duplicating are to be done by the student at the student’s expense.

Strength and Solution-Focused Comparison

Purpose: This assignment is intended to help you consider similarities and differences between these two models. (Educational Outcomes 1, 2, 3, 4, 7, 8, 9)

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

1. Major assumptions of each perspective.

2. How each perspective is operationalized.

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. 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. (or) A brief case example from your current practice that illustrates 1 or more of the S.W. values being operationalized through use of the SF approach.

Goaling Conversations

Purpose: Helping people refine what it is they want is extremely useful in that this practical step often makes the difference between success or failure, and feeling competent or demoralized. This assignment will help you practice refining “well-defined” goals, since doing so often looks
easier than it is in practice. (Educational Outcomes 2, 3, 4, 5, 7, 8, 10)

Directions:

1. Write a 2-4 page paper with a minimum of 2 citations, discussing your efforts to help someone (client or volunteer) develop a well-defined goal(s).
   a. Identify the person’s initial goal (what they wanted you to help them with) or their concern (what they wanted to be different) in their own words.
   b. Write out a “verbatim” (dialogue: what you asked and how they responded) detailing the general flow of the goaling conversation. Number (from class handout) what goaling criteria you were addressing at each point in the dialogue.
   c. Discuss which goaling criteria seemed most important in helping the “client” take a step forward.
   d. Discuss the effect this conversation had
      i. on the “client”
      ii. on you.
   e. Discuss what you learned from this exercise that can be generalized to social work practice.

SFT, Diversity and Social Justice

Purpose: Two related values that make social work unique are respect for human diversity and commitment to social justice when people are marginalized because of their diversity. This assignment asks you to look at how the SF model can (and can’t?) help operationalize these values. (Educational Outcomes 1, 3, 9, 11, 12)

Directions: Write a 2-4 page paper with 2 or more citations, discussing the following:
   *Note: If you think it would be more beneficial to you to discuss one value in greater detail rather than both, you may do so.

1. Describe, in your own words, what the S.W. value of diversity means.
   a. How does (and/or doesn’t) the solution-focused approach address diversity?
   b. Give an example from your practice of how you addressed a diversity issue (or could do so) using a SF approach.

   Include:
   (1) Brief description of the context (setting, purpose, who was involved).
   (2) Briefly describe the issue.
   (3) Briefly explain what you did (could do) to address the issue.

2. Describe in your own words what the S.W. value regarding social justice means.
a. How does (or doesn’t) the solution-focused approach address social justice?
b. Give an example from your practice of how you operationalized (or could do so) the social justice value using a S-F approach.

Include:
(1) Brief description of the context (setting, purpose, who was involved).
(2) Briefly describe the issue.
(3) Briefly explain what you did (could do) to address the issue.

Changing Lens in Assessment

Purpose: Assessment always involves a perspective or “lens” (e.g. based on assumptions about what is “functional” or “dysfunctional,” “pathological” or “healthy,” “sick” or “well,” etc.) from which the assessment is made. This assignment offers an opportunity to practice shifting to a solution-focused perspective in assessment. In addition, it will help you consider how to influence agencies toward congruity with social work values and principles. (Educational Outcomes 2, 4, 5, 7, 9, 12)

Directions:
1. Take an assessment “tool” (intake form, depression inventory, drug/alcohol history) and rewrite it to become solution-focused.

2. Write a 3-5 page paper with a minimum of 2-4 citations, discussing:
   a. Briefly describe (1/4 – 1/2 page) the setting where the form is used, with what population, and for what purpose.
   b. What you thought were potential risks and benefits of the original tool.
   c. Where you saw the original tool not fitting with the solution-focused frame.
   d. How you changed the tool to be more solution-focused and what you hoped to accomplish with your change.
   e. The fit of both the original and revised tool with social work values.

3. Make copies of your “assessment tool” for all members of the class. (Note: This is to be done at your expense.)

Read, Apply, and Reflect (log)
(Due: Within 2 weeks of when the article is assigned for reading)

Purpose: These short log entries are intended to help you integrate what you read with your field experience, and vice versa. (Educational Outcomes 1, 2, 3, 6, 7)

Note: Number your journal entries (#1, #2, etc.) and also use headings for the four areas requested below.
Directions: For 4 of the articles you read, write approximately 1 to 2 pages as follows (making at least 2 citations from each article used for this assignment):

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.

Content Analysis Re: Key Social Work Themes

Purpose: There is an old Chinese saying that “One cannot know without doing.” This assignment will give you the opportunity to see how well your understanding of the solution-focused approach actually shows up in your practice, as well as how you are doing at integrating the School’s themes of diversity, strength perspective, and social justice into the actual therapeutic conversations you facilitate. (Educational Outcomes 3, 4, 6, 10, 12)

Directions:

1. Tape record an interview (individual, family, group), meeting (staff meeting, case conference, committee meeting, community focus group, etc.), or other setting where you are in a professional social work role, and in some way trying to influence the process.

2. Select a 10-15 minute segment and write a “verbatim” from the tape. Use 3 columns to chronologically detail:
   a. What the client (system) said or did.
   b. What you said or did in response.
   c. And what thoughts or feelings you were experiencing at the time that influenced what you said or did.

3. Analysis your dialogue regarding how you put the Solution-Focused techniques and assumptions into practice, including addressing the School’s themes of diversity, social justice, and/or strengths perspective. Write a 3-5 page paper that includes:
   a. Quantitative Analysis. (Count the number of comments you made that clearly were solution-focused vs. those from another perspective. Also count the number of comments you made that clearly related to diversity, social justice, and/or strengths perspective).
   b. Qualitative Analysis. (discuss the subjective influence of your
conversation, both on yourself and on the person/group you were trying to influence).

4. Discuss what you learned from this exercise regarding:
   a. Your efforts to bring the solution-focused ideas and skills into your practice and the helping conversation.
   b. Your efforts to address diversity, social justice, and/or strengths perspective in your practice.
   c. How you might improve your practice in these areas.

Cite 4 or more references that support your analysis (#4).

**SFT and Macro Change**

*Purpose:* SFT literature focuses primarily on helping individuals, families, or groups to change. The approach, however, is also extremely useful in facilitating large system and organizational change. You can use this assignment to guide your experimentation with using the approach to facilitate “mezzo” and “macro” change in a team, organization, or community. (Educational Outcomes 1, 6, 7, 8, 10, 12)

*Directions:* Write a 2-4 page paper with 4 or more citations, discussing the following:

1. Briefly describe (1/2 – 1/4 page) the setting where you tried out the SF approach in facilitating large system or organizational change.

2. What were the various goals in the system you wanted to influence?
   a. organization or large system goals (this could be different goals for different “stake-holders”).
   b. your goals for helping.

3. What did you try, and what happened?

4. What did you learn?
   a. Information that could be generalized or applied to other practice settings?
   b. Information about yourself?

**SFBT Criticisms**

*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. (Educational Outcomes 1, 2, 4)

*Directions:* Write a 3-5 page paper with 4 or more citations. Use articles 4, 6, 25, 26, 27 and 28 as a basis to discuss:

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 (re: #1 and #2 above)?

4. What conclusions do you draw, and what suggestions would you offer regarding this “pro and con” dialogue?

Reflection, Integration, and Termination (capstone assignment)

Purpose: In this paper, students will be provided the opportunity to personally assess their graduate education and experience, to evaluate their personal and professional growth, to consider the highs and lows of classroom and field, to consider their developing identity as a professional, and to look toward their hopes and concerns as a professional social worker. (Educational Outcomes 13)

Directions: Write a 12-15 page paper that summarizes and integrates your graduate social education experience. In general, you will write about how you have grown and changed, what you have and haven’t learned, and where you hope to go from here. Essentially, this is a narrative about your current social work frame of reference (including knowledge, values, purposes, and skills) and how your education at KU influenced your getting here.

Specifically, you are to write about:

1. Personally: How have your practicum and classroom experiences helped you to grow as a person? What have you learned about yourself, your values, your biases, your strengths and weaknesses? How have you changed and grown as a person? What have you targeted for areas for future growth? Be specific and give examples of practicum and classroom experiences that have affected your personal growth.

2. Professionally: Compared to the beginning of your graduate education, what is your current view of the social work profession and frame of reference? (e.g. it’s purposes, values, roles and responsibilities, strengths and weaknesses, etc.) How has your view of yourself as a professional changed? Compared to the first year, what are your current assessments of your strengths, weaknesses, interests, goals, regarding your professional self? What is the “goodness of fit” for you with the social work profession at this point in your career?

3. Coursework/Practicum. What theories, ideas, discussions from your two years of classes have been most influential in your work and development as a social work professional? Give specific examples of how content of classes (including this course) has (or has not) been useful in your practicum, and will (or will not) be useful in your future practice.

4. Termination. What are you discovering about your own termination style, with respect to clients, classmates, and instructors? Now that your graduate school days are almost over, what do you wish you had done or learned or studied that you didn't? What are your regrets? What don't you regret? What do you plan to do in these last few days and weeks to “tie up” loose ends with people? What do you see yourself doing as professional 5 and 10 years from now? As an MSW, how will you contribute to the growth and perpetuation of the Social Work profession?
(note to instructor: One or more class sessions should be devoted to sharing of all or parts of the assignment with class members. These sessions could be in the form of 20-30 minute individual oral presentations of the entire content, or shorter, more focused exercises (such as a narrative reflecting team format, art or play therapy exercise, etc) engaging each class member in some level of sharing of some part of the assignment. Some type of experiential activity with fellow students will be essential in facilitating student’s termination process regard their multifaceted graduate school experience.

X. Grading
A. What course assignment grades mean:
   A = Exceptional Work: Work is outstanding in terms of conceptualization; always scholarly, deeply and insightfully self-reflective, exceedingly well-written, reflecting exceptional critical thinking; consistently and markedly exceeds expectations.

   B = Fully meets graduate standards: Work is in the consistently “good” category, satisfactorily meeting expectations with accurate use of theories, reasonable self-awareness and self-reflection, and addressing all points thoroughly and thoughtfully.

   C = Overall performance is unsatisfactory: Work has been completed, but not at a level that is expected of a graduate student. Reports information rather than thinks critically, turns in papers with grammatical errors or that are difficult to read, avoids self-reflection or self-disclosure.

   F = Failure: Overall quality of work is unsatisfactory, or some significant aspect of the assignment was not completed. Confidentiality was violated, or some aspect of ethical practice was ignored.

   I = Incomplete: This is a temporary grade that is assigned to students who for compelling reasons beyond their control (such as personal/family crisis) have made prior arrangements with me. A written plan for completing the work must be part of the request, which must then be approved.

To be accepted for graduate credit assignments must:

1. Follow directions, covering all aspects requested in sufficient detail to illustrate the points being made.

2. Be clear, readable, and understandable, using APA format. That is, written at the expected level for second year graduate study.

3. Involve critical thinking (e.g. discuss ideas from several points of view without bias: reflect use of professional literature: analyze vs. report: address subtle as well as overt themes and issues: etc.).

4. Involve self-reflection (e.g. openly and honestly examine one’s biases, beliefs, feelings and behaviors: discuss one’s successes, mistakes, and learnings from both: demonstrate
awareness of one’s strengths and areas of potential growth, as well as the interface of one’s personal and professional “growing edges”).

5. Reflect an awareness of race, class, culture, sexual orientation, gender, and other diversity factors that may contribute to oppression by dominant society (or more subtly by dominant discourses) and use language and descriptions mindful of these issues.

B. ATTENDANCE POLICY

In order to pass the course, students cannot miss more than three classes during the semester. Any additional policies regarding class attendance will be determined by individual instructors.

Individual instructors’ syllabi should be exactly the same as the master syllabus.

Individual instructors’ syllabi should specify the following:

C. The weighting of each assignment in the course and the dates by which they are done.

D. For every assignment, explain the standards used for grading.

E. If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.

F. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ____ for each day, week, etc.

G. Indicate how final grades will be determined

Late Assignments:
Assignments will be accepted late only if the student has made prior arrangements. Otherwise 5 point deduction per day is the penalty.

XI. SPECIAL CONSIDERATIONS
If there are any circumstances which require that I and/or the class adapt to your special needs, please consult with me. Circumstances include such things as a disability, health conditions, personal crisis, or a family emergency that may interfere with your completing the assignments as assigned, or meeting the due dates for assignments. The University of Kansas has supportive programs in place to assist those students who have special learning needs with successfully meeting course expectations. These services include Counseling and Psychological Services, The Psychology Clinic, Services for Students with Disabilities, The Writer’s Roost (or www.writing.ku.edu), Supportive Educational Services, Office of Minority Affairs, and others. Please notify me if your religious observances conflict with class or due dates for class assignments so that we can make alternative arrangements.

Individual instructors’ syllabi should be exactly the same as the master syllabus.
XII. RECORDING AND SHARING RECORDINGS OF LECTURES
Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

XIII. HIPAA Regulations
The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

XIV. INSTRUCTOR AVAILABILITY
Provide students with information on how to reach you and/or arrange to meet with you. Include office hours, phone numbers and when to use what number, email addresses, whether or not you accept calls at home, and your view regarding being contacted outside of class.

XV. INCLEMENT WEATHER POLICY
In the event of inclement weather students should call
- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for
them to get to class