

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

Advanced Direct Practice Using Brief Solution Focused Therapy (19:910:530)

Instructor: **(Your information)**

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Office Hours: **By appointment. Telephone consults available.**

Catalogue Course Description

In this course, students will learn to apply this strength-based, brief model of treatment to assist adults, children, couples and families to discover their own resilience and problem solving abilities. Although the focus of this course will be on clinical practice, implications for case management as well as intervening with larger systems, such as agencies and communities will also be addressed.

Course Overview

This course teaches advanced direct practice using brief model of Solution Focused Therapy.

Place Of Course In Program

This course is an Clinical Concentration elective. Clinical Social Work I is a pre or co-requisite for this course.

Program Level Learning Goals And The Council Of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level

Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate

engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating

outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of the course, students will be able to:

1. Identify strengths in client and client systems that can assist in resolving problems.
2. Help clients identify and capitalize on their own strengths through various interventions including the miracle question, exception questions, pre-session change questions, etc.
3. Successfully apply this model of practice to various client groups including child welfare clients, mental health clients, clients struggling with substance abuse, clients in crisis and involuntary clients.
4. Select, apply and critically evaluate interventions in solution focused practice with various client systems including individuals, couples, families, groups, organizations and communities using client feedback, theory, and empirical literature.
5. Apply the model in a flexible manner that incorporates the clients' diversity, cultural backgrounds and environmental constraints
6. Apply the model in a manner which is in compliance with social work values and ethics.
7. Apply solution-focused principles to strengthen environmental interventions such as advocacy, brokerage, and community practice.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Texts

Required

Berg, I. K. & Steiner, T. (2003). *Children's solution work*. New York: WW. Norton. (ISBN: 0-393-70387-8)

De Jong, P. & Berg, I. K. (2013). *Interviewing for solutions (4th ed.)*. Pacific Grove, CA: Brooks/Cole. (Companion DVD is optional). (ISBN: 13-978-111-72220-3)

O'Hanlon, B. & Rowan, T. (2003). *Solution oriented therapy for chronic and severe mental illness*. NY: W.W. Norton. (ISBN: 0-393-70423-8)

Connie, E. (2013). *Solution building in couples therapy*. NY: Springer (ISBN: 978-0-8261-0959-0)

Supplemental Texts

(Copies of required chapters will be on Canvas)

Berg, I. K. & Miller, S. D. (1992). *Working with the problem drinker: A solution-focused approach*. NY: W. W. Norton. (ISBN: 0393701344)

Lipchik, E. (2002). *Beyond technique in solution focused therapy*. New York: Guilford Press. (ISBN: 1-572230-764-1)

Course Requirements

Classes will consist of a combination of lecture, discussion, videotapes, and skill-building exercises. **All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.**

Brief Discussion Papers. Students will do 3 reaction/discussion papers **2-3** pages in length (not including bibliography and title page) double spaced and answering specific questions related to the readings. You will use these papers to prepare for class discussions so bring a hard copy to class for your own use. Brief papers should refer to all of the readings assigned for the topic. **Written assignments are due at the beginning of class on the due date. Papers must be cited and referenced properly (APA style). Papers not submitted by the due date and time will receive a 0. Please submit them under "Assignments" on the Canvas Website.**

Final Paper. The final assignment is an expository paper in which the student is asked to present a case study that incorporates solution focused therapy. More specific information about assignments will be forthcoming.

Final papers are due at the beginning of Class 15. Late final papers will be penalized ½ a letter grade for each day they are overdue. Papers not received in the first 60 minutes of class on their due date but submitted before the end of class will be considered a full day late and will be penalized accordingly. Papers overdue by five days or more will not be accepted and will result in a “0” grade. Students are urged not to wait until the night before the due date to write the paper as personal emergencies occurring two days or less before the due date **will not** be considered grounds for an extension.

Penalties

Class Discussion

As this class will be seminar style, each of you will be called upon to give your impressions of the readings and to engage in class discussions. **Please note that if you are called upon and it becomes clear that you have not done the reading assignment, you will lose points for class participation. If this happens three times, your final grade will be reduced one letter grade.**

Use of PDA's

All cell phones, iPads, iPhones, and laptops must be silenced and **stored out-of-sight before class begins. Use of cell phones is prohibited in the classroom. Texting during class will NOT be allowed.** Failure to comply with these rules (along with any rude behavior) will result in point deductions in grade for class participation and you may be asked to leave class at the instructor's discretion.

Students are urged not to wait until the night before the due dates to write their assignments as personal emergencies occurring two days or less before they are due will not be considered grounds for an extension.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. Each of these tasks requires excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You **must** adhere to the style guidelines of the *Publication Manual of the American Psychological Association (6th Edition)*. **Failure to do so will result in substantial deductions from your paper's grade.**

Attendance is required. One point will be deducted from a student's class participation score for each unexcused absence. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness **but not for vacations, outside employment or field work obligations as field work is not to interfere with class.** Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure.

Furthermore, as graduating professional social workers, you are expected to practice in compliance with the NASW Code of Ethics. Papers that reflect egregious violations of social work values and ethics will result in course failure and will impede graduation.

Grading: Grades for the class will be calculated based on the following breakdown:

Brief Papers: 30 points (10 points each)
Final Paper: 65 points
Attendance and Class Participation: 5 points
Total: 100 points.

Course Outline

Week 1: **Introduction to the course**
January 23rd

Week 2: **Introduction continued**
(Date)

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

Chapter 1: From problem solving to solution building. pp. 1-12.

Chapter 2: Solution building: The basics. pp. 13-19.

Chapter 3: Skills for not knowing. pp. 20-58

Chapter 4: Getting started: How to pay attention to what the client wants.
pp. 59-81

Week 3: **Interventions**
(Date)

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

Chapter 5: How to amplify what clients want: The miracle question. pp. 84-108

Chapter 6: Exploring for exceptions; Building on client strengths and successes.
pp. 109-121.

Chapter 7: Formulating feedback for clients. pp. 122-146.

Week 4: Beyond the First Session

(Date)

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

Chapter 8: Later sessions: Finding, amplifying, and measuring client progress.
pp. 147-177

Chapter 11: Evidence Base. pp. 242-254

Week 5: Emotions in Solution-Focused Therapy: A Kinder, Gentler Approach?

(Date)

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

Chapter 3: Understanding Clients. pp. 44-61.

Chapter 4: Emotions in Solution-Focused Therapy. pp. 62-77.

Crisis Intervention

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

Chapter 12: The solution focused approach to crisis. pp. 198-212.

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

Chapter 10: Interviewing in crisis situations. pp. 221-241.

Week 6: Involuntary Clients

(Date)

*****Brief Discussion Paper 1 Due**

1) How does one use solution-focused therapy to work with involuntary (mandated) clients?

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

Chapter 9: Interviewing the involuntary: Children, dyads, and mandated clients. pp. 178-220.

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

Chapter 10: Working with involuntary clients. pp. 158-175.

Week 7: Agency and Community Solution-Focused Practice

(Date)

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

Chapter 13: Agency, group, and community practice. pp. 263-274.

Week 8: Use of the Model with Children

(Date)

****Brief Discussion Paper 2 Due**

How can solution-focused therapy be applied to working with children?

Berg, I. K. & Steiner, T. (2003). *Children's Solution Work*. New York: WW. Norton.

Chapter 2. Solution-Focused brief therapy and children: A natural fit. pp. 13-19

Chapter 3: It's a Matter of Technique. pp. 20-31.

Chapter 4: Assessing your clients, Agreeing on goals. pp. 31-47.

Chapter 5: Let's get to it ! . pp. 48-67.

Chapter 6: Communicating with children on their own terms. 68-116.

(Date) No Class—Spring Break

Week 9: Use of the Model with Children (cont.)

(Date)

Berg, I. K. & Steiner, T. (2003). *Children's Solution Work*. New York: WW. Norton.

Chapter 7: Treating children with uncommon needs. pp. 117-182

Chapter 8: Making a difference with teenagers. pp. 183-229.

Chapter 9: Looking from the therapist's chair. pp. 230-242.

Week 10: Applying the Model to Persons with Severe and Persistent Mental Illness.

(Date)

*****Brief Paper Discussion Paper 3 Due**

How can solution focused therapy be applied to working with persons with severe mental illnesses?

O'Hanlon, B. & Rowan, T. (2003). *Solution oriented therapy for chronic and severe mental illness*.

Chapter 1: A hopeful approach to chronic and severe mental illness. pp. 3-18.

Chapter 2: Riding the wave. pp. 19-31.

Chapter 3: Rewriting spoiled identity stories. pp. 35-51.

Chapter 4: Revaluating people's experiences. pp. 55-64.

Chapter 5: Collaborating with clients, their families and others in their environments. pp. 67-84

Week 11:

(Date) Applying the Model to Persons with Severe and Persistent Mental Illness (cont.)

O'Hanlon, B. & Rowan, T. (2003). *Solution oriented therapy for chronic and severe mental illness*.

Chapter 6: Creating a new vision of the future. pp. 87-94.

Chapter 7: Handling dangerous and violent situations. pp. 97-110.

Chapter 8: Effective and respectful treatment of "Borderline" clients. pp. 113-124.

Chapter 9: Relapse recovery and relapse prevention. pp. 127-137.

Chapter 10: General principles for working with chronic and severe mental illness. pp. 141-145.

Week 12: Applying the Model to Persons with Addictions

(Date)

Berg, I. K. & Miller, S. D. (1992). *Working with the problem drinker: A solution-focused approach*. NY: W. W. Norton.

Introduction: A sobering dilemma. pp. xiii-xxii.

Chapter 4: Negotiating and cooperating goals and the client-therapist relationship. pp. 45-67.

Chapter 7: Strategies for maintaining and enhancing progress, pp. 128-148.

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

Reading 5: It's a Matter of Choice (de Shazer, S. & Isebaert, L.) 328-333.

Week 13: Applying the Model to Couples

(Date)

Connie, E. (2013). *Solution building in couples therapy*. NY: Springer

Step 1: Establishing a Destination. pp. 15-23

Step 2: Connecting with the Couple. pp. 25-32

Step 3: Honeymoon Talk: Reviewing a Couple's Successful Past. pp. 33-47

Step 4: The Preferred Future: Envisioning the Best Tomorrow. pp. 49-64

Week 14: Applying the Model to Couples (cont.)

(Date)

Connie, E. (2013). *Solution building in couples therapy*. NY: Springer

Step 5: Scaling Toward the Preferred Future. 75-82

Step 6: Wrapping Up: 65-73

Follow-Up Sessions: What to Do After the First Meeting. 83-94

The Questions: Building Questions That Lead to Meaningful Responses

Week 15: Applying the Model to Couples (cont.) FINAL PAPER DUE

(Date)

Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

Academic Integrity

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by

quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is **Laura Curran, at lacurran@ssw.rutgers.edu**. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is

complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Bibliography

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