

Post Intensive Lesson Plan & Teaching Demonstration

Post Intensive ACES Lesson Plan & Teaching Demonstration

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Author Note

There is no known conflict of interest to disclose.

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Lesson Theme Description

Solution Focused Brief Therapy (SFBT) counseling techniques and general application.

Learning Outcomes

This class session will bring forth the general tenets of SFBT to see what tools are available through this counseling theory (Remember & Understand).

The class will discuss the application of the general tenets of SFBT and considering ways for them to be applied with a client in sessions (Apply).

The class will discuss its perception of the usefulness of SFBT as a viable modality (Analyze & Evaluate).

Audience Knowledge

The audience are future counselors that are currently in a counseling internship course at Faulkner University. These students have heard of SFBT but need more information to solidify the theory and see potential application for their counseling practices.

Strategies

Teaching strategies are based on fanning the students flame to improve their abilities and furthering their knowledge of Solution Focused Brief Therapy (SFBT). Through a PowerPoint presentation, the goal is to engage and encourage the students to evaluate their current knowledge, add to the knowledge base, consider methods of general application, and decide if SFBT is a tool the student wishes to add to their toolbox. These strategies will be accomplished

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through the presentation of the PowerPoint Slides, class discussion, and questions and answers both verbally and through Zoom chat. Built on Bloom's Taxonomy to communicate a creative learning experience for the future counselors. Bloom's Revised Taxonomy levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

References

Chen, M., & Giblin, N. J. (2018; 2017;). Giblin N. J. (Ed.), *Individual counseling and therapy: Skills and techniques* (Third;3rd; ed.). Routledge.

<https://doi.org/10.4324/9781315197654>

Franklin, C. (2012). *Solution-focused brief therapy: A handbook of evidence-based practice*.

Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195385724.001.0001>

Haddock, L., & Whitman J.S. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills*. Routledge. ISBN:

9781138684850

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Lesson Plan: Solution Focused Brief Therapy (SFBT) counseling techniques and general application.

Time allotted	Teaching Activity	Resources Needed	Rationale
3 minute	Type in the chat if you prefer people to point out your weaknesses or your strengths	Zoom Chat	Establish a baseline that will likely demonstrate most people prefer their strengths be highlighted.
3-4 minute	Lesson Theme Solution Brief Therapy Class discussion of what the class knows, thinks, or has heard regarding SFBT.	PowerPoint with slide	Establish a base of knowledge regarding SFBT
3-4 minutes	A brief introduction and application of SFBT	PPT Slide	Foundational work to build from

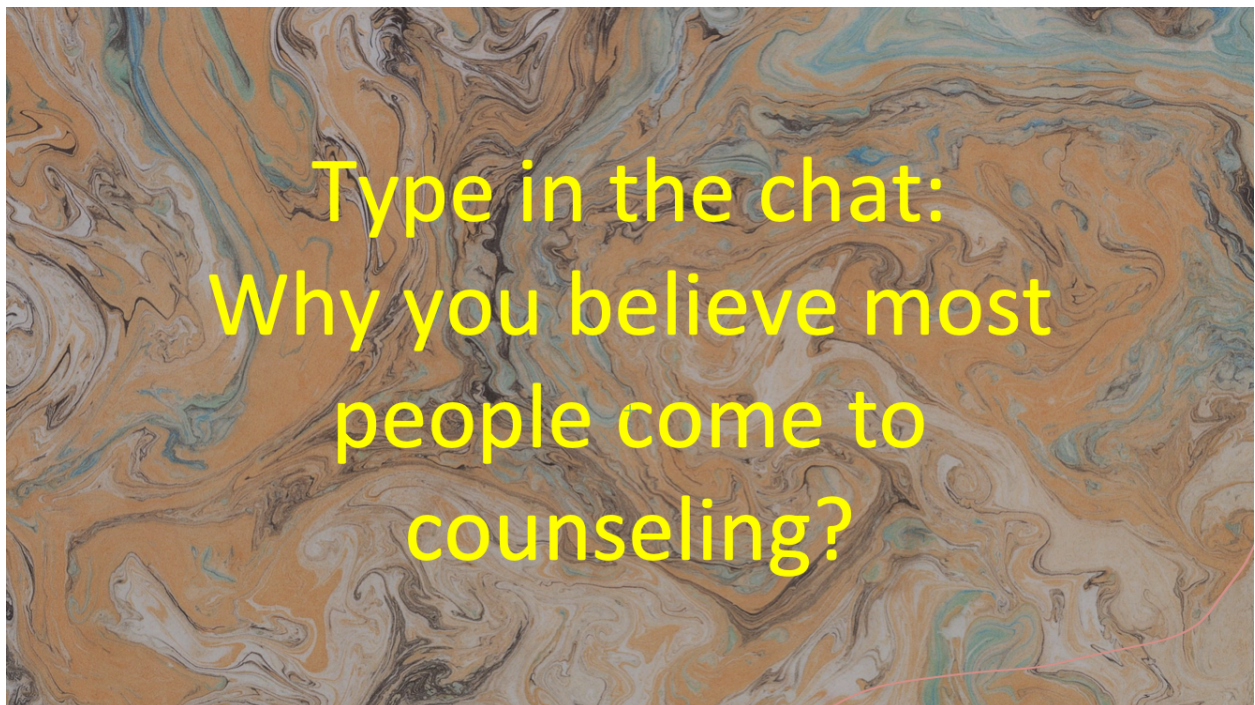
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4 minutes	<p>The next right question: Scaling Questions What has been better since... What are your best hopes for our time together today... What are exceptions when the problem was not present? What are times when your desired strengths were present?</p> <p>Are there miracles? What evidence will those who know you see to indicate change has occurred?</p>	PPT slide	Making clear some main tenets of SFBT
3-4 minutes	<p>Application: What does SFBT work with? What are some practical uses of SFBT?</p>	PPT slide	Show that SFBT is a modality that can work with many variations of issues brought into the counseling session.
4 minutes	Class's thoughts on what has been presented.	PPT slide	Testing for understanding and clarification
3 minutes	Ask for opening and moving along statements to use in session.	PPT slides	Enhancing the learning outcome.
1 minute	References are available in the end.	References are attached.	References are available.

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Lesson Plan Rubric (50 points)

Lesson Plan Area	Unsatisfactory (0-10 pts)	Below Average (10-20pts)	Average (20-30 pts)	Good (30-40 pts)	Excellent (40-50pts)
Description					
Comments	Clear lesson-plan was presented				50
Learning Outcomes					
Comments	Presented three clearly stated learning outcomes				50
Resources					
Comments	References were listed and incorporated, used Chat, PowerPoint				50
Class Knowledge					
Comments	Applied class knowledge and educated the future counselors.				50
Strategies					
Comments	Applied Bloom's Taxonomy towards higher learning outcomes				50
Timeline					
Comments	Established a time-frame and used the time effectively				50





What do you already know about SFBT?



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Introduction

- + Began by Insoo Kim Berg and Steve DeShazer in the 80's.
- + Long before the idea of evidence based, the creators of SFBT were documenting and had teams observing sessions through two-way mirrors and recordings.
- + They worked from the Brief Family Therapy Center in Milwaukee
- + Therapist works from a stance of not knowing; leading from behind.
- + The client is the expert on themselves.



SFBT VS Others





It is all about the questions.

Scaling Questions

What has been better since...

What are your best hopes for our time together today...

What are exceptions when the problem was not present?

What are times when your desired strengths were present?

**What is the evidence change has occurred?
Who would notice?
Are we trying to ignore the problem?**



What about the miracles?



What kind of people will SFBT work with?

- ALL KINDS

What kind of situations will SFBT help with?

- MOST KINDS



SFBT therapists make their decision on who to see in a session based on who shows up; whoever walks in the door is seen.



Who decides how many sessions?



References

Adam S. Froerer & Elliott E. Connie (2016) Solution-Building, the Foundation of Solution-Focused Brief Therapy: A Qualitative Delphi Study, *Journal of Family Psychotherapy*, 27:1, 20-34, DOI: 10.1080/08975353.2016.1136545

Chen, M., & Giblin, N. J. (2018; 2017;). Giblin N. J. (Ed.), *Individual counseling and therapy: Skills and techniques* (Third;3rd; ed.). Routledge. <https://doi.org/10.4324/9781315197654>

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