

## Liverpool John Moores University

Title: SOLUTION FOCUSED INTERVENTIONS  
Status: Definitive  
Code: **6038PQHEAL** (106963)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Deborah Knott	Y

**Academic Level:** FHEQ6      **Credit Value:** 15      **Total Delivered Hours:** 30  
**Total Learning Hours:** 150      **Private Study:** 120

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	9
Seminar	18
Tutorial	3

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	3000 word reflective case study	100	

### Aims

*To enable the student to analyse the assumptions and concepts inherent within solution focused therapy*

*To enable the student to develop introductory skills in using a range of solution focused interventions*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse the underlying theoretical principles and assumptions of solution focused therapy
- 2 Critically evaluate the evidence base and effectiveness of solution focused interventions
- 3 Develop introductory skills in using a range of solution focused interventions
- 4 Develop reflective and experiential learning skills
- 5 Appraise one's own level of competence in using a range of solution focused interventions
- 6 Transfer and apply solution focused principles and skills to a range of situations within clinical practice

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Ref Case Study	1	2	3	4	5	6
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## Outline Syllabus

*Directed individual and group learning activities will include foundations for solution focused therapy. Research and evidence base for solution focused therapy. Skills and tools for solution focused therapy: highlighting change, visitor complainant and customer, goals, exceptions, miracle question, scaling, coping questions, identifying resources, first session and subsequent sessions, constructive feedback. Clinical supervision. Managing case complexity. Ethical issues in therapy. Working with severe mental illness. Recovery approach.*

## Learning Activities

A range of learning activities will be used for module delivery including lectures, discussions, group tutorials, experiential learning sessions, video role-play, reflective practice, formative skills assessment.

## Notes

Formative assessments will be undertaken throughout the module through experiential learning and reflective practice