



Solution Focused Brief Therapy Training

Ümüt ARSLAN*^a, İhsan Çağatay ULUS^b

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Abstract

Solution Focused Brief Therapy (SFBT) is a therapy model that has been practiced since the 1980s. Unlike traditional therapy models, it focuses on solutions instead of problems. With the growing interest in SFBT in recent years, specific trainings in this area have begun to be provided. Though there are SFBT Association standards regarding the content of SFBT training, it usually takes two days of training in Turkey. In this study, it is aimed to evaluate the SFBT training by investing view of counselors and counselor candidates, who participated in an SFBT training. To do this, 76 participants were asked about the educational evaluation of the Northwest Brief Therapy Training Center via internet, and 50 people completed to answer these questions. This study is researched by the qualitative research design, and it is preferred to collect data by open-ended questionnaires using the case study method. Results are displayed on the internet and coded in response to given responses. In conclusion, for most participants, practicing in counseling under supervision is the reason to attend the training, counseling practice activities that they are most satisfied with, and they thought more counseling practice activities could be in training. It has been observed that the SFBT training has had a positive impact on some of the participants' professional and personal opinions about themselves and encourages participants to improve themselves in their fields.

Çözüm Odaklı Kısa Süreli Terapi Eğitimi

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Öz

Çözüm Odaklı Kısa Süreli Terapi (ÇOKST) 1980'lerden beri uygulanan bir terapi modelidir. Geleneksel terapi modellerinin aksine, problemler yerine çözüm üzerine odaklanır. Son yıllarda ÇOKST'ye artan ilgiyle birlikte, bu alanda eğitimler vermeye başlanmıştır. Bu eğitimlerin içeriğine dair Uluslararası ÇOKST Derneği'nin standartları var olmasına rağmen, Türkiye'de genellikle iki günlük eğitimler verilmektedir. Bu çalışmada, ÇOKST eğitimlerinin değerlendirilmesi amaçlanarak bu eğitimlere katılan psikolojik danışmanların görüşleri incelenmiştir. Araştırma kapsamında, ÇOKST eğitimini tamamlayan 76 katılımcıya Kuzey Batı Kısa Süreli Terapi Merkezi'nin eğitim değerlendirmesi soruları internet üzerinden sorulmuş ve 50 kişi bu soruları cevaplamayı tamamlamıştır. Nitel araştırma deseniyle yürütülen bu çalışmada, durum çalışması yöntemi kullanılarak açık uçlu anket ile veri toplanması tercih edilmiştir. Sonuçlar internet üzerinden görüntülenmiş ve verilen cevaplar doğrultusunda kodlama yapılmıştır. Sonuçlar incelendiğinde, katılımcıların çoğu ÇOKST eğitimi sırasında süpervizyon eşliğinde yapılan danışmanlık uygulamalarının eğitime gelme nedenleri olduğunu, genel olarak uygulama etkinlerinden memnun kaldıklarını ve daha fazla uygulama etkinliği olması gerektiğini belirtmişlerdir. Ayrıca, ÇOKST eğitiminin bazı katılımcıların kendileri ile ilgili mesleki ve kişisel görüşlerinde olumlu etki yaptığı, katılımcıları alanları ile ilgili kendilerini geliştirmeleri için cesaretlendirdiği görülmüştür.

*Corresponding Author: umut.arslan@idu.edu.tr

^a Asst. Prof. Dr. İzmir Democracy University, İzmir, Turkey, <http://orcid.org/0000-0002-3611-9607>

^b Asst. Prof. Dr. Bartın University, Bartın, Turkey, <http://orcid.org/0000-0002-9610-4562>

Introduction

In its first instance, Solution Focused Brief Therapy (SFBT) is developed by De Shazer et al. (1987) at the Brief Family Therapy Center in Milwaukee. By the end of the 1980s, in North America and Europe, psychological counselors and therapists showed deep interest in training programs that they can learn how to use this approach. (O'Connell, 2005). The causes of SFBT had drawn field workers' attention is its distinctness in finding the cause of problem behavior and not to reveal the causes of this behavior sometimes. From this point of view, for the solution of the problem, the concept of the exception had come into view. It's stated that even if in critical, stable or chronic problems, there can be exceptions and clients can have solution seeds in themselves (Iveson, 2002). Against traditional therapy techniques, SFBT at present should be concentrate on finding solutions and investigating the prudential expectations for solving individuals' problems quickly (Corey, 2005). This therapy method is one of the psychotherapy approaches that focus on developing solutions instead of focusing on the problem itself (Iveson, 2002).

De Shazer et al. (1986) has interested in determining this method's objectives. When determining the objectives of SFBT at the same time, they aim to come in with making clients also have the information of when the therapy process starts and overs. De Shazer et al. (1986) emphasize that, when the objectives of the client are clear, they can be successful as well. Also, it points out that, revealing future objectives and being support for finding or trying new ways for the individual is one of the crucial fundamental components of SFBT.

Rather than existing and past problems of the individual, SFBT puts more emphasis on existing sources and future expectations. This therapy distinguishes as a psychological consulting method that, instead of concentrating on the problem, it concentrates on a solution, and make its clients see this point (Arslan and Gümüşçağlayan, 2018; Doğan, 1999). From this point of view, when trying to solve his/her problems a client who thinks problem-focused, may ignore existing or future solution alternatives. Also, a client who thinks problem-focused may behave self-handicapping. Due to these reasons, the therapeutic focus of SFBT method, rather than problems of the past or existing conflicts, dwells on the client's desired future. As De Shazer (1998) implies, knowing the origin of the problem is not necessary for the point you find the solution to it. So, it is not necessary that solutions and problems correlated with each other.

Generally, SFBT is a therapy method that lasts between one and twenty, and ideally six sessions (Doğan, 1999; Karahan, Bakalim ve Yoleri, 2017). In this method, clients are encouraged to increase their existing useful behaviors. Contrarily to traditional therapy, SFBT highlights the hypothesis that clients have the capacity that makes them have rational solutions and enriching their own lives (Varah, 2015). The results of this method can be observed in a short period. In this method, developing an individual's behavioral change in a short time points out, because the counselor directly focuses on the solution of the client's problem and also the client is highly motivated from the beginning of therapy. Owing to this solution-focused systematic approach, the client should comprehend that one has both the source and solution of the problem (Corey, 2005).

According to Corey (2005), the undermentioned hypothesis gives us the basis of SFBT;

- a) The counselors who apply this method have important advantages because this therapy focuses on positive solutions in the future. Owing to this reason, concentrating on strong points and solution speeches increases the possibility that the therapy lasts a short period.
- b) Individuals who came therapy have the capacity of acting effectively but this capacity blocked temporarily by negative cognitions.
- c) There are exceptions to problems or troubles, in other words, there are circumstances that one is not faced with any problem.
- d) Clients tend to show only one side of the problem. Solution-focused therapists try to make their clients show the other side of the problem.
- e) One of the essential perspectives of this therapy method is emphasizing small changes that promote big changes.
- f) Clients want to chance, they have the potential for it, and they do their best to experience change.

- g) All individuals are unique, because of that, there can be differences in a solution to their problems (Corey, 2005).

The solution-focused therapist concentrates on the solution of a problem instead of how and when the problem has aroused. Owing to this reason, this method's area of usage is wide. The solution-focused approach concentrating on "what is useful" and as an important factor for changing, highlights the action, so this therapy can be short-termed. This also provides clients, who have a typically fast pace of lifestyles, can be a well-integrated approach in the present day's condition. (Kim, 2014). Due to these, SFBT is used successfully to problems like drug dependence, alcohol addiction, depression, relationship problems, relationship breakdown, eating disorders, anger and crisis management, etc. In addition to this, solution-focused approaches have used effectively on various client groups like children, families, couples and requisite clients and they still go ahead with this method (Corey, 2005).

SFBT practice has shown up with the idea that solutions can appear in an individual's social network. Postmodernism promotes questioning the superiority of the therapist's position and universal truth and it succeeds in changing the therapeutic relationships, therefore the client is known as the expert on his/her life. In the client-counselor relationship during the consultation process, it creates a collaborative approach and it establishes a connection with solution-focused practices that can be developed during the consultation process (Bertolino & O'Hanlon, 2002).

SFBT aims to help people who suffer from psychological problems as managing their symptoms and finding instruments that make a cope with the difficulties. Even individuals can change their lives, they need help for improving their abilities and for the determination and removal of symptoms. This therapy to some extent defines what changes people need in their lives and practitioners of this therapy help individuals to make clear their targets (Kim, 2014; Lee, 2013). SFBT practitioners help individuals to dream about their desired future. Then, they try to collaborate with clients to help to develop a series of steps to make real their dreams and targets. Therapists bring forward existing subjects that are less harmful and more manageable for clients in the treatment process. Factors which are different in the past or solutions which had been possible is evaluated. It's aimed to help individuals to make time identification in their lives (Corey, 2005).

This therapy method involves, firstly, developing a vision for the future and then for reaching the desired result, determining how an individual can improve one's initial abilities. Counselors who practice SFBT methods guide their clients throughout the recognition process which they can see what they try for. They try to encourage them to investigate the best way for the solution (Kim, 2008). This therapy method, including different age groups, applied to people with introverted and extraverted behavioral problems, and interpersonal relationship problems, etc. (Franklin, Trepper, Gingerich & McCollum, 2012).

In the first meta-analysis study in this area, Stams, Dekovic, Buist, and De Vries (2006) investigated 21 studies and the number of participants was 1421 in total. In this meta-analysis study, they found that relative to other approaches SFBT does not create a big effect, but it's also stated that it reaches solutions to problems sooner than other approaches. In another meta-analysis study, Gingerich and Peterson (2012) review 43 studies for investigating the effectiveness of SFBT. According to the study results, it's stated that this method is an effective therapeutic approach for various behavioral and psychological results, and they have also strong evidence on this therapy is faster and cheaper than alternative approaches. Subjects of 43 studies collected under 6 group titles. Those titles can be stated as children's academic and behavioral problems, adult mental health, marriage and family, professional rehabilitation, health, and aging and crime/ committing a crime. Also, in recent years, we can see that the number and development of this therapy method consistently increasing. In their meta-analysis study which they investigate 15 studies, Gingerich and Eisart (2000) detected that SFBT practice has positive effects.

If we look at the studies that have been carried on, rather than problem SFBT concentrates on directly the solution and, a contrast to traditional consultancy methods, its contribution to the psychological consultancy process concerning time is significant. When we consider the number of students in schools and the number of psychological counselor workers, this therapy method can be by psychological counselors in schools. At the same time, we can see that for the solution of individual behavioral problems of students, personal concerns, academic failures, time management problems, school fights, substance dependences, bullying problems and compulsory attendance problems and so on, this approach is used frequently (Birdsall & Miller, 2002; Brasher and Schools, 2009; Franklin, Streeter, Kim & Tripodi, 2007; Kim & Franklin, 2009). Thus, it can be seen clearly, psychological

counselors at schools need to get training of SFBT approach to apply the method in the right way and they can use this approach as a brief psychological intervention for reducing the problems they face/may face with at school. Also, Meydan (2013) says that universities' can offer Solution Focused Brief Therapy as an elective course at their psychological counseling and guidance undergraduate program and it would be beneficial for candidates who plan to work at schools.

Training of SFBT around the World and Turkey

Solution Focused Brief Therapy Association develops a guide for the practitioners of this method. In this guide, three main components of his method explained as "(a) disuse of the speeches that concentrated on client's concerns, (b) concentrating on speeches that focuses creating new meanings with respect to client's perspectives and (c) to help clients structure their preferred future visions, with the use of special techniques and methods, by indicating past success and difficulties, for helping the solution of problems" (Kim & Franklin, 2009 p. 464). The techniques and main components of this therapy are (a) using the miracle question, (b) using scaling questions, (c) evaluation and giving compliment to client, (d) giving homework, (e) focusing on strengths or solutions, (f) setting targets and (g) questioning about rare cases (de Shazer & Berg, 1997; Kim & Franklin, 2009).

Hsu et al. (2017) have a study that provides SFBT training to participants and its results analyzed correspondingly. In total 14 volunteers who are experts in psychological counseling are participated, those people complete SFBT training which lasts 3 days (24 hours) via their mobile phones. Participants are expected to be at least 23 years old, got bachelor's degree and also expect participants to get general and professional education which lasts 12-months on the subjects of psychiatry, psychology, physiology, common law concepts, personal development, self-education, empathy education, and basic counseling skills education. 16 hours of this 24 is centered on the introduction of the therapy, and 8 hours are concentrated on crisis conditions. The results of the study show that participants who got this training are also influenced and developed positively in their life skills, counseling self-sufficiencies and competencies (Hsu et al., 2017). As a result of the study indicates, participants properly understand the principles and skills of brief therapy. SFBT sees as easy to learn and practice, provide getting instant feedback from clients and it increases the sufficiency and continuity of the psychological counseling process (Mostert, Johnson & Mostert, 1997; Murphy & Duncan, 1997). This training program significantly enriches to targets the formulation of clients' easily and (including to option that prevents deformation of the existing conditions) in consideration of various action options, it lends assistance efforts on their decision making (Hsu, 2014).

At the scope of accreditation, International Solution Focused Brief Therapy Association at the US, SFBT practitioner certificate is given at the end of 50 hours of theoretical training, 100 hours supervision accompanied clinical practice and examination. To apply this certificate program, as long as having rudiments and education on psychological counseling, generally, they prefer ones who have their master's degree on; psychological counseling, social services, family therapy, psychology or psychiatry areas and ones who can make SFBT practice with guided supervision (Bavelas et al., 2013). Education in theoretical lessons should prefer the learning content which includes (a) history and philosophy, (b) fundamental principles, (c) session plan and format, (d) video examples of experts, (e) format, (f) example videos of sessions, (g) roleplaying, (h) video feedback practice and (i) video feedback education (Bavelas et al., 2013). A guide is published by the International Solution Focused Brief Therapy Association, which contains information on how to use this therapy method. (Bavelas et al., 2013). At this guide, clients are especially asked for structuring preferred future vision. Also, to make this vision a piece of their daily lives, clients are asked for the benefit from their past successes, strengths, and sources.

There is no supervisory board for examining certificate programs in Turkey. In general, SFBT trainings are given by faculty members who have a doctoral degree or expert therapists. These trainings given by institutions or universities; the institutions issue participation certificates and the universities issue applied training certificates. There is not any explanation about international validity in those certificates. SFBT is given as a course in undergraduate and post-graduate programs at some universities in Turkey, moreover, many training programs take a very short time. Investigation of the training programs in Turkey shows that training, in general, lasts for 2 days and 16 hours. There is not any study about whether the objectives determined by the International Solution Focused Brief Therapy Association are evaluated or not, during the preparation of training programs. Only psychological counselors, psychologists, four-year licensed graduates and senior year students of the social services department are allowed to participate in SFBT training. There is no data available on whether one inspects this subject.

Purpose and Significance of Study

If you investigate the literature, even if there are numerous studies about using SFBT during the consultation procedure, there are few studies about the SFBT training results of participants who become experts in the field. In those studies, rather than psychological counselors, they focus on individuals who work in different segments. For instance, those studies focus on individuals who work in different areas; like social services (Smith, 2011), mental health (Ferraz & Wellman, 2009), health (Smith & Macduff, 2011), and their experiences at the end of supervised SFBT training. Accordingly, contrary to other studies, the purpose of this study is an investigation of key issues that reported from psychological counselors' and their candidates' personal experiences in SFBT training and give them a chance to explain their opinions about the application of this therapy method. Also, it aims to explain the strengths and weaknesses of training while taking its contributions to participants' career into consideration. Also, this study provides descriptive information about both the Solution Focused Brief Therapy training and short-term training and makes this information useful thus it may become a pioneer for future studies in the field. (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2017). In this context, this study searches for answers to the questions below;

- a) What are the opinions of psychological counselors and their candidates about the method of Solution Focused Brief Therapy?
- b) What are the opinions of psychological counselors and their candidates about points they consider as most significant ones at Solution Focused Brief Therapy training?
- c) By using the Miracle Question Technique, what are the thoughts of psychological counselors and their candidates about their purpose for participating in the Solution Focused Brief Therapy training?
- d) What are the comments of psychological counselors and their candidates on activities which should take more place in Solution Focused Brief Therapy training?
- e) What are the opinions of psychological counselors and their candidates on which one/ones of techniques or skills they will plan to apply after Solution Focused Brief Therapy training?
- f) What are the next plans of psychological counselors and their candidates after Solution Focused Brief Therapy training?
- g) What are the opinions of psychological counselors and their candidates about the evaluation of Solution Focused Brief Therapy training?

Method

Model of Study

In this study, the opinions of psychological counselors who participate in Solution Focused Brief Therapy (SFBT) practice has been investigated. For this reason, we use open-ended assessment form which used by Dr. Stephen Larger who provides training for SFBT around the world including Turkey. (Larger, 2017). The aim of using open-ended questions is finding out the perspectives, expectations, suggestions and satisfaction ratios of participants. The case study method is used for the qualitative research design. Case studies are a study method that creatures defined and specified depending on time and space (Büyüköztürk et al., 2017). Also, in the case of studies, one can evaluate a single circumstance and develop explanations about it (Büyüköztürk et al., 2017; Gall, Borg and Gall, 1996). Data can be acquired by interview, document, questionnaire result and archival records in case studies (Christensen, Johnson, Turner & Christensen, 2011). In this study, we prefer to collect the data with open-ended questionnaire questions.

Participants

By the purpose of the study, in a suitable time for a case study (during SFBT training), the study group is determined by individuals who got psychological counseling experience and comply with participating SFBT training criteria (Creswell, 2013). The sample group consisted of 76 psychological counselors who participate in SFBT training which occurred on different dates and lasts 16 hours in two days. The opinions of participants are received at the end of the mentioned training. 50 individuals form 76 is completed this study voluntarily. 16 of the participants are newly graduated from the psychological counseling and guidance department and look for a job.

For the rest of the participants; 16 of them work in primary and secondary education institutions, 6 of them work in special education centers, and 5 of them work in private schools. 7 of the participants are unemployed and waiting for a teaching appointment examination (KPSS). 37 of the participants were females and 13 were males.

Data Collection and Analysis

Data of this study collected from the answers of training evaluation questions asked SFBT training participants in Northwest Brief Therapy Training Center (NBTTTC, 2017). Data are collected via the internet and according to data confidentiality and content analysis method is used. Content analysis is turning answers of participants to scientifically understandable themes and commenting on them (Yıldırım & Şimşek, 2005). There are eight questions; one is Likert type and seven open-ended in assessment instruments. With Likert type questions, overall evaluation of training and rest of seven questions for investigation of the opinions of participants about training. Learning content and evaluation of SFBT training is made by, like SFBT philosophy, rather than destructive criticisms, constructive criticisms. For this reason, questions in the NBTTTC evaluation form are in that format. (NBTTTC, 2017). The results are viewed online, and themes are generated from a content analysis of answers given to those questions.

Results

1. 76 individuals participated in SFBT training, 50 (66%) of participants completed the questionnaire. When we asked participants for evaluation of training according to its increasing in their professional know-how out of 10 points, 42 percent of participants give seven points and above and eight percent of them give points between four and six.

2. At the end of the study, participants indicate as the most important parts of training as practicing (n=24), learning the SFBT technique (n=12), learning the philosophy of SFBT (n=8) and apprehending the questions of SFBT (n=6; Table 1).

Table 1. Participants' answers of the question "What was the most significant part of training?"

Samples of Answer Citations from Participants	Category of Answers	N
"Practicing in every stage makes me successful." (K12), "It was supervision practices. I can see my deficiencies and I got feedback from my mistakes. It was a unique experience." (K3)	Practicing	24
"I think in this training detailed teaching on method's techniques improves me." (K19)	Learning the SFBT Technique	12
"Apprehending its philosophy." (K1)	Learning Philosophy of SFBT	8
"It was questions." (K9)	Apprehending the Questions of SFBT	6

3. In this study, by the use of the NBTTTC training evaluation question as one of the most important purpose questions of SFBT, which is the miracle question technique, we try to find out the participants' purpose of attending the training. The question asked as so "Imagine that a miracle has occurred. All of your training objectives suddenly come true when you enter this study group. What do you do differently when you work with your colleagues and clients? (NBTTTC, 2017)". When the answers analyzed, participants determined their purpose to attend SFBT training as practicing (n=24), learning its philosophy, (n=20) and other causes (n=12; Table 2).

Table 2. Participants' Purpose to Attend the Training

Samples of Answer Citations from Participants	Category of Answers	N
"I had general information about solution focused therapy, I came for making practice." (K7)	Practicing	24
"My privileged aim is adopting its philosophy, because the techniques come later." (K19)	Understanding the Philosophy of SFBT	20
"To set timing better." (K10)	Other	12

4. Using the scaling question model which is one of SFBT practicing question models, we ask participants for answering these questions; “what do you need to learn for approximate to 10? What do you need to learn about more to reach out to level 10? Is there anything I can do for helping you to approximate level 10?” This question aims to learn the activities that participants want to take more time in training (for making training more effective). Participants answered as practicing (n=32), case studies (n=6) and other suggestions (n=12; example: long-term training; Table 3)

Table 3. Activities that participants want to take more time in training

Samples of Answer Citations from Participants	Category of Answers	N
<i>“I think I understand well its fundamental philosophy but practicing can help me to approximate practice 10 points” (K7)</i>	Practicing	32
<i>“If we could extend over this training a longer period of time would be better for all of us.” (K27)</i>	Other	12
<i>“There could be more case studies” (K20)</i>	Case Study	6

5. At the end of the study, we ask participants that “Which one of what you learned in SFBT training do you want to continue to practice?” and their answers to that question are the SFBT techniques (n=32), the SFBT questions (n=12) and the others (n=6; Table 4).

Table 4. The Answers of Participants to the question “Which one of what you learned in SFBT training do you want to continue to practice?”

Samples of Answer Citations from Participants	Category of Answers	N
<i>“I would practice counseling stages of sessions.” (K10)</i>	The SFBT Techniques	32
<i>“I would use the miracle questions, exception questions and scaling questions in my practice (K22)</i>	The SFBT Questions	12
<i>“I will continue to emphasize positive sides of my clients.” (K14)</i>	Others	6

6. When we ask participants to what their next plans after SFBT training are, they answered as will get training about a different subject (n=14), will study on SFBT method (n=12), will be try practice (n=8) and will do other activities (n=16; Table 5).

Table 5. The Next Plans of Participants

Samples of Answer Citations from Participants	Category of Answers	N
<i>“For teaching assignment, I will study KPSS examination.” (K25)</i>	Other Activities	16
<i>“I would like to improve the skills I got through this training and adding more other trainings on this one.” (K1)</i>	Another Training	14
<i>“I would like to read books about solution focused therapy.” (K29)</i>	Studying Method	12
<i>“Practicing solution focused brief therapy as well as I can. Being one of the best practitioners in this field.” (K16)</i>	Practicing	8

7. When we ask participants to answer of question “What would your colleagues, clients, and supervisors realize what you are doing differently?” they replied as perfection in practicing (n=16), positive attitude in private life (n=12), different point of view in therapy practices (n=12), and positive attitude in professional life (n=10; Table 6).

Table 6. The Answers of the Participants to the Question “What would your colleagues, clients, and supervisors realize what you are doing differently?”

Samples of Answer Citations from Participants	Category of Answers	N
<i>“They would realize, I practice the techniques differently and I become more competent.” (K24)</i>	Perfection in Practicing	16
<i>“I would become more self-confident person.” (K23)</i>	Positive Attitude in Private Life	12
<i>“They would realize my relationship with the client and rather than the problem, I concentrate on the solution.” (K5)</i>	Different Point of View in Therapy Practices	12
<i>“They would realize that I satisfy more with my profession and I become happier.” (K18)</i>	Positive Attitude in Professional Life	10

8. We asked participants to share their opinions for overall evaluation that “*Is there anything else do you want to say about the training?*” and their answers were setting training for a longer period of time (n=20), positive opinions about keeping touch with trainer for further practices (supervision support; n=14), the benefits of the videos that used in training (n=11) and other recommendations (n=5; Table 7).

Table 7. The Answers of the Participants to the Question “*Is there anything else do you want to say about the training?*”

Samples of Answer Citations from Participants	Category of Answers	N
<i>“If we could extend over this training a longer period of time, it would be better.” (K25)</i>	Training would Last Longer	20
<i>Trainers say “if you need help, you can send me email” and this give confidence to us for the problems we can face during practicing. (K11)</i>	Supervision Support	14
<i>“I think videos we watched contributes much to training, maybe they can enrich more those kind of videos” (K1)</i>	Videos Watched During Training	11
<i>“I am leaving here with the knowledge that what we learn about SFBT in here is really different from the ones in theory books.” (K30)</i>	Other Recommendations	5

Summary of Results

In conclusion, when we look at the results according to participants’ responds, the participants;

- a) Participants report that SFBT training increased their academic knowledge.
- b) Participants think that the key point of training is practicing and detailed teaching of techniques.
- c) Participants indicate that they attend training for practicing and learning the philosophy of SFBT.
- d) Participants want to take place more and outlasting practices in the training.
- e) Participants indicate that they are disposed to apply SFBT techniques in their professional lives.
- f) After this training, participants want to get different trainings which they can improve themselves.
- g) Participants think that this training would make them more competent and it would affect positively to their private lives.
- h) Participants indicate that they expect long-term training and need supervision.

Discussion

The purpose of this study is the evaluation of SFBT training by psychological counselors and their candidates. We think that this study comprises important results for both in psychological counseling field (SFBT and other approaches) and other intense short-term training programs in the educational field. When we look at a large part of the questionnaire results, the most remarkable result is “practicing” for almost all participants, so they use this expression at least once. Participants (a) purpose to attend the training is “practicing”, (b) the reason they satisfy with training is indicated as finding a chance for “practicing”, and (c) also they indicate that if there were more practicing chances it would be more beneficial. The biggest ask of participants at the results is applied training. By this, participants’ need for supervision is also remarkable. Participants indicate that supervised practice is the point both participants satisfied with, and they also want a bigger part for it in the training content. For this reason, we can say that rather than applied training, a supervised training process makes participants more efficient and more satisfied with the training. In the study of Özyürek (2009), almost half of psychological counseling candidates (40%) indicate that their psychological counseling practices at schools do not inspect by faculty members of universities. Also, one of three participants indicates that they got feedback from a psychological counselor at the school. Correspondingly to this result, we can understand that the primary choice of participants is getting supervised training in the company with informative activities.

In this study, some participants think that their competence is increased through SFBT training. They highlight that they perceived more competent in their fields by their candidates and they can bring a new and different point of view to their therapy practices. Moreover, they indicate they realize they can have a more positive attitude towards their both private and professional lives. Similar to the findings of Hsu et al. (2017), we could say that this training enhances participants’ positive attitudes about themselves and their self-sufficiency. Also, İkiz (2010) indicates that self-sufficiency and professional competency are important variables that affect the level of burnout. With the establishment of positive attitudes after SFBT training in participants’ private and professional lives, we may suggest that this may decrease the symptoms of burnout syndrome and so affect participants positively.

At the end of the training, participants indicate that they will keep practicing SFBT techniques and questions. These results can be mean; (a) SFBT can be an alternative in addition to therapy methods for counseling, (b) it helps participants feel sufficient, (c) it helps to see SFBT practicable, and (d) they realize there can be need for SFBT method in institutions they work/may work in. Taking high ratings for training satisfaction into consideration, we can say that participants will use information from this training in their psychological counseling process.

Most of the participants are planning to attend other training, reading books and studying SFBT theory and questions for having deeper knowledge about SFBT and becoming more competent. We can say that SFBT training encourages participants to get continuing education. Continuing education is very important for increasing qualifications in the Turkish psychological counseling field (Arslan & Sommers-Flanagan, 2018). For that reason, despite it is not obligatory, participants’ effort to increase their sufficiency is pleasing. Besides, participants indicate their satisfaction in questionnaire adding with by the promise of trainer specialist for supervision support in advance. The results reveal the need for supervision and consultation as part of continuing education.

Some of the participants suggest that if this training can be last for a long period, training would be more beneficial. In the standards of the International SFBT Association, SFBT training lasts 50 hours theoretical and 100 hours practice. However, long-termed training is not preferable for SFBT and other psychological counseling training in Turkey owing to financial and organizational difficulties. Nevertheless, results support that applied and long-termed training in the psychological counseling field (like cognitive behavioral therapy training, family therapy training) can be taken as an example by SFBT training.

In summary, SFBT starts to become a preferred therapy method especially at the schools in Turkey. Therefore, there are many SFBT training. The most important point worthy to notice in those training is providing a supervised practicing chance to participants as much as possible. It is also possible to say SFBT training has a positive impact on its participants. Finally, we can express here that providing training by standards (as abroad) is a significant need in Turkey.

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