

## **SFBTA Position Paper on Training**

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SFBTA has an interest in accessible, high quality training in SFBT. We understand that training may take place in a wide variety of formats, ranging from a one hour sampling to intensive workshops of a week or longer, often extending over periods of several years. Different settings include public workshops, agency-based training and educational institutions. Size of groups also varies widely. Given that varying formats may necessitate adjustment of the curriculum, SFBTA values the following principles.

### **Elements of Training**

The following components are taught in any substantial introduction to the model and continue to receive attention until trainees master the tools:

- the Miracle Question
- goal setting
- exception-finding
- scaling questions
- coping questions
- relationship questions
- compliments
- solution-focused messages
- normalizing
- What's better question

### **Clients**

Any training program, purporting to be comprehensive, intending to lead to functional competency with SFBT skills, will include trainee involvement and practice with live client sessions. Demonstration of SFBT at a high level of skill is an essential component. A major contribution to trainee skill acquisition arises from extensive exposure and practice in actual interviews, learning to pick up and follow the direction clients provide. Dedicated practice conducting interviews, with periodic coaching, leads to mastery. There is a place for role play, as an additional choice for demonstrating the model, for case consultation, for beginning practitioners to practice with the tools, or for advanced practitioners to explore challenging scenarios. The medium of video recordings of client sessions, utilized in instructional and supervision modes, is also considered a useful supplement to live client sessions. All of these methods should always be used in accordance to the trainer's specific profession's standard of care and code of ethics given that these vary according to profession and location.

## **Competencies of the SFBT Trainer**

- Skills for engaging and developing relationships with audience/participants
- Ability to perform technically sound SF interviews in public
- Ability to teach collaborative practice in a collaborative fashion engaging participants in co-constructing the teaching/learning experience
- Courage and skill to elicit and respond effectively to candid questions and comments
- High quality audio-visual aides
- Ability to organize presentations to be cohesive, coherent, comprehensive and conclusive packages.

## **Characteristics of SFBT Training**

Providing that the physical parameters of the training event are sufficient to allow it, the following are valued features of effective SFBT training events:

- The trainer offers trainees choices
- Trainees identify what they are already doing that is working
- Trainees set and evaluate individual goals for training
- Trainees have opportunities for “discovery-based learning”
- Training provides structured opportunities for practice
- Trainees spend at least as much time during their entire SFBT learning experience actively “doing” as passively receiving information
- Feedback to trainees focuses on their clinical strengths, resources, and successes