University of Massachusetts Boston  
Graduate College of Education  
Department of Counseling and School Psychology  

**COU 626: Collaborative Consultation & Larger Systems**  
Fall 2007  
Instructor: Gonzalo Bacigalupe, Ed.D.  
Phone: 617.287.7631  
Office Location: Wheatley Hall, 2/170  
Office Hours: Mondays 3:30-6:30 by Appointment  
HORIZON-WIMBA Live Time: Tuesdays 10:00-10:50 PM

**Course Description**

How families interface with larger systems and how to intervene collaboratively? Systemic therapists are increasingly dedicated to innovative clinical work in non-traditional areas as they respond to changing demographics and diverse communities. Their clinical and consulting practices are often located where families and communities live, learn, work, and heal. Relationally trained practitioners contribute to collaborative and interdisciplinary team-focus projects in the mental health, education, health, legal, and business fields, among others. Similarly, scholars and researchers are developing culturally responsive specific models like outreach family therapy, collaborative health care, multi-systemic school interventions, social justice oriented and spirituality approaches, organizational coaching and consulting, among others. This course explores these developments and aims at developing a clinical and consulting knowledge that contributes to families, organizations, and communities within a collaborative and social justice vision. Students reflect on questions like: How do individuals and families interact with larger systems and how do larger systems structure the lives of individuals and families? How does a relational practice contribute to equality and social justice? How does a clinical practitioner partners with other professionals and clients in collaborative endeavors? How does a systemic practitioner assess and intervene in urban contexts and develop new areas of practice that involve organizations and communities?

This is a required course for Family Therapy students and an elective for School Counseling and Mental Health students.

**Course Objectives**

1. Using relational, systemic, and organizational frameworks, students will develop a commitment and a working understanding of how to engage collaboratively with large systems that have an impact on persons, families, and communities.
2. Students will understand evolving trends in the systemic therapy field and other areas of knowledge that support working in contexts where family and community diversity are significant dimensions.
3. Making extensive use of cutting edge internet and educational technology to gather information and to share it with others, students will assess and identify relevant resources that are available for professionals, families, and organization.
4. Students will reflect and analyze in detail how large systems and institutional trends frame the lives of families and recognize the skills needed to act in a caring stance to foster systemic change.
5. Students will acquire skills to intervene as caring and reflexive practitioner who is committed to collaborative change in families’ communities, health, and educational settings.

**Prerequisites:** Eight required counseling courses including COU 614 and COU 622 or permission by instructor
Required Texts


Suggested Texts


Required Assignments

Like the name of the course, this is a collaborative and demanding project, your active and enthusiastic participation is essential for its success. Please read carefully the syllabus. Ask questions in the dedicated threaded discussion created for the purpose of clarifying course questions. Ask questions in the threaded discussions rather than emailing me. Your question may be answered by others and it may also be the question that your peers also have. As an advanced graduate course, students should be already knowledgeable of the basic theoretical assumptions that inform the work of systemic practitioners and are willing to build new skills and solidify the ones acquired earlier in their studies and work. The course is an evolving conversation in which all participants bring forth their ideas and experiences. Students discuss readings, preview videotapes, participate in exercises, design compelling presentations for presentation in class (synchronously and asynchronously), exchange ideas through email and chats, and consult with the class on how to complete their own projects.

1. Weekly Threaded and Synchronous Discussions: Students are expected to contribute with a minimum of two meaningful entries per week in the threaded discussion. Your input should be available at least 24 hrs before our session on Tuesdays to give other students an opportunity to participate in the dialogue. You are encouraged to respond to other students’ communications, ask questions, contribute excerpts from the readings, stories, etc. It is the students’ responsibility to stay aware of the messages that your peers, instructor, and invited guests generate. A dedicated ongoing threaded discussion will exist for general and specific questions about the course. If you are unable to attend a synchronous event, please submit a report of the
archived session. If the session is not archived, write a report about the session using the reading materials and the session contents. Your participation should be timely and integrate the readings in a creative and innovative way.

2. **A Personal/Familial Reflection (Health, Illness, and the Larger Systems):** This assignment is given a maximum score based on its submission on time. In about three pages, revise a moment or an experience in which you and/or your family were confronted with an illness or a crucial transition. Tell the story in the form of a journal rather than an academic paper. Please let me know if the paper should be kept in strict confidence or if you would consider sharing its contents with your classmates. **Due Session 3**

3. **Conceptual Presentation:** Individually or in teams of two (pairs), choose a theme/concept studied in class. Create a brief exercise (i.e., a question for discussion) or experiential activity plus a handout (Blog, PowerPoint, or PDF file) that relates to a specific session. We will schedule the exercise as part of the weekly threaded discussions or during a synchronous event. It may also be scheduled on an ad-hoc basis. **Plan this presentation for one of the first 6 sessions.**

4. **Reflexive Reading Report:** The course will be divided in four teams that write one report (and facilitate a substantive threaded discussion) summarizing and discussing the implications of the main ideas suggested by the required readings of one of four course segments. Your product will be shared with the class. These reports will contain meaningful quotes and summarize the main ideas and your understanding of the readings (a critique, an analysis, major questions, etc.). These reports should not be written as a sum of parts and only one student/leader should submit the paper. Use the chat features of WebCT or your email to keep track of your discussions about the readings and use those entries as the main source for the reports. The paper may have the form of a dialogue among the authors but it should be edited according to APA 5th Edition Publication Guidelines. **Sign up for dates depending on your choices by Session 2.**  
   - Team 1: Collaborative Consultation: Due by Session 5 (Sessions 1 to 3)  
   - Team 2: Family Intervention: Due by Session 6 (Sessions 4 to 6)  
   - Team 3: Spirituality: Due by Session 8 (Sessions 7 to 8)  
   - Team 4: Collaborative Health Care: Due by Session 8 (Sessions 9 to 12)

5. **Personal/Family Larger Systems Interface Project:** A person or a family experiences with the health, educational, welfare, legal, and/or housing systems: Individually or in pairs, this project integrates the knowledge acquired in this class. The basic source of data is an interview and observations of a person and/or family in interaction with larger systems. Include participant observations of how the institutions and this person or family interact or have interacted. You will need a signed release by the person you interview or work with. Observe, ask, reflect, and stay open to new ideas and potential interpretations of people's actions and ways they make sense of their context and situation. Be curious about unfolding events and micro-events as well as the process and context of the interactions. Keep a journal with thoughts about this project to help you design the presentation and paper. Use video and/or audio to record your observations, as well as other audiovisual aids like photographs, charts, brochures, etc. Share your insights, questions, solutions, and comments with the class throughout the semester.

5.1. **Outline and Description.** This description contains a working title, questions to answer, potential interviewee(s), themes to be addressed, format (synchronous or asynchronous) and proposed date for presentation. In your report, discuss any potential conflict of interest. **Due on Session 5.**
5.2. **Class presentation** should include some form of audiovisual material. Examples include a videotape or audiotape segment (YouTube may be an alternative), a graphic collection that we can publish in our course or as part of a Blog, a presentation software (i.e., PowerPoint), and/or a web page. Presentations in WIMBA or via threaded discussion start on **Session 7**.

5.3. **Final paper** (15-20 pages). Create a compelling title, an abstract, an introduction describing the project, a relevant literature review, the activities or method, the findings, and a discussion of your findings. Using references to generate a conceptual framework that attempts to summarize or describe some of the person and larger systems interactions. Use a minimum of 10 references to support and inform your observations. A minimum of five of the references should date between the years 2005-2007. In the discussion section, you may respond to the general question of how a relational clinician would consult with this person/family. Paper should fulfill the Publication Manual of the American Psychological Association (5th Edition). A good site to guide you through these guidelines is: [http://www.wisc.edu/writing/Handbook/DocAPA.html](http://www.wisc.edu/writing/Handbook/DocAPA.html)  
**Due Session 13**

6. **Self Evaluation Report**: Document in a narrative format your learning experience in this course. Be specific about your participation, contribution to the learning of others, effort, and what grade you would assign yourself.  
**Due Session 13 (or 24 hours later)**

**Methods of Evaluation:**

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>1. Weekly Threaded Discussions and Synchronous Discussions</td>
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<tr>
<td>2. A Personal/Familial Reflection (Health, Illness, and the Larger Systems)</td>
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<td>3. Conceptual Presentation</td>
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<td>4. Reflexive Reading Report</td>
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<td>5.1. Project Outline</td>
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<td>5.2. Project Presentation</td>
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<td>5.3. Final Paper</td>
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<td>6. Self Evaluation</td>
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**Scoring/Assessment Criteria for Course Requirements**

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<tr>
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<td>96-100</td>
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<td>A-</td>
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<td>B+</td>
<td>84-89</td>
<td>C+</td>
<td>55-59</td>
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This graduate course makes extensive use of discussion and requires writing, reading, fieldwork, and personal commitment. If you need special accommodations, please let professor know your situation during the first two weeks.  
**Accommodations:** Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.
**Documentation**: Students are advised to retain a copy of this syllabus in personal files for use when applying for licensure or transfer of credits.‘

**The syllabus is subject to change**: This is a suggested schedule; course activities are subject to modification. Further required readings will be announced pending students’ interests and availability of guests.

**Some Considerations for the Online Environment**

For technical support questions about Vista, go to: bostonsupport@umassonline.net. If you have any question about the course, please address it in the Threaded Discussion created for that purpose and called: QUESTIONS ABOUT THE COURSE

**Academic Integrity**: All the principles and standards that sustain academic integrity are just as applicable in the online environment as they are in the classroom. Our interactions with one another must be based on mutual respect, and our inquiries guided by a firm commitment both to pursue dialogue and to acknowledge the possibility that we might be wrong. Given the ease with which information flows across the Internet, it is particularly important that every student understand and respect the rules governing academic honesty. Code of Conduct: Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin and relevant program student handbook(s). Words copied from another source must be so-indicated (with quotation marks or indenting) and such sources, as well as any from which you have paraphrased or drawn significant evidence, must be fully and precisely identified. Please do not hesitate to consult with me should you feel in need of any clarification.

**Synchronous Sessions**: Sessions using Wimba technology will be a synchronous part of this course and will be held on Tuesdays. Wimba is a synchronous online tool that allows students and faculty to meet in a virtual classroom where you can share applications and talk to each other in real time. To participate you need to acquire a set of headphones with a microphone; you may purchase headphones at any computer or electronics store.

**IMPORTANT!**

**Assignment Submission**: Before you attach your assignment ➔ Identify the assignment file according to this example:

    FirstName.LastName.626.2007.AssignmentSubject.doc

**NOTE**: Do also include this information on the first page of every assignment.
Course Outline

Session 1  September 11
Topic: Introduction: Relational Artisans
Processes and Learning Methods: Review of Course Objectives and Overview, Introduction to Collaborative Consultation and Larger Systems; Threaded discussion presentations; Synchronous Discussion: Drawing a Map (My Location)
Readings:
Recommended Reading:

Session 2  September 18
Topic: Person & Community Centered Consultation: Positive Deviance and the Public Conversations Project
Processes and learning methods:
- Review of positive deviance practices
- The interface person and larger systems: Review of an example or discussion of a movie
Readings:
http://www.fastcompany.com/online/41/sternin.html
Suggested Readings:

Session 3 September 25
Topic: Person & Community Centered Consultation: Appreciative Inquiry
Processes and learning methods: Discussion of Appreciative Inquiry (Powerpoint Available); Horizon-Wimba Event Interview Practice
Readings:
http://lib1_store.vip.sc5.yahoo.com/lib/thinbook/whatisai.pdf
Recommended Readings

Assignment(s) due: A Personal/Familial Reflection (Health, Illness, and the Larger Systems)

Session 4 October 2

Topic: Outreach Family Therapy: Wraparound Services

Processes and learning methods: Complete test at: 
http://cecp.air.org/wraparound/famstren.html

Readings:
http://cecp.air.org/wraparound/famstren.html

Recommended Readings

Assignment(s) due: Team 1: Collaborative Consultation

Session 5 October 9

Topic: Outreach Family Therapy: Working with Low-Income Urban Families and Family Group Conferencing


Readings:
Pennell, J. (no date). Mainstreaming family group conferencing: building and sustaining partnerships. International Institute for Restorative Practices. (Download at:

**Recommended Readings**


**Assignment(s) due:** Outline of Person/Family Larger Systems Interface Project

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**Session 6 October 16**

**Topic:** Collaborative Outreach Family Therapy

**Processes and learning methods:** Threaded Discussion of Life in the Family: A Newcomer’s Guide to Parenting Issues in Canada


[http://video.google.com/videoplay?docid=-7788543819683169910&q=%22restorative+justice%22](http://video.google.com/videoplay?docid=-7788543819683169910&q=%22restorative+justice%22)

**Required Readings**


**Recommended Readings**


**Assignment(s) due:** Team 2: Family Intervention

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**Session 7 October 23**

**Topic:** Spirituality: Restoring Mindfulness in Communities

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Processes and learning methods: Spiritual Genogram

Readings:

Recommended Readings

Assignment(s) due: Project Presentations Start

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Session 8 October 30
Topic: Spirituality as Action in the World
Processes and learning methods: Discussion of the Movie *The Sea Inside* (2004, Spain)

Readings:

Recommended Readings

Assignment(s) due:
Team 3: Spirituality
Team 4: Collaborative Health Care

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Session 9 November 6
Topic: Intercultural Health Care
Processes and learning methods: Discussion and Viewing of Videostream series and Guide "World Apart"

Readings:

Recommended Readings

Assignment(s) due: Project Presentation

Session 10 November 13
Topic: Collaborative Health Care: Children and Adolescents
Processes and learning methods: Collaborative Health Care Discussion and Team Presentation
Watch the movie: The Keys to the Hou

Readings:

Recommended Readings

Assignment(s) due: Project Presentation

Session 11 November 20
Topic: Collaborative Health Care: Adulthood
Processes and learning methods:
Readings:
Atwood, J.D. & Weinstein, E. (2000) Family practice, family therapy, a collaboration of dialogue
http://www.priory.com/psych/family.htm

Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of patients, families,

Ruddy, N. B. (1997). Mothers aren't supposed to get sick: A case of chronic obstructive
pulmonary disorder. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared
experience of illness: Stories of patients, families, and their therapists (pp. 222-230). New York:
Basic Books.

& W. J. Doherty (Eds.), The shared experience of illness: Stories of patients, families, and their

H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of
patients, families, and their therapists (pp. 231-241). New York: Basic Books.

McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of
patients, families, and their therapists (pp. 195-204). New York: Basic Books.

Recommended Readings

S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of
patients, families, and their therapists (pp. 251-262). New York: Basic Books.

Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of patients, families,

McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of
patients, families, and their therapists (pp. 242-250). New York: Basic Books.

Wright, L. M. (1997). Multiple esclerosis, beliefs, and families: Professional and personal stories of
suffering and strength. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared
experience of illness: Stories of patients, families, and their therapists (pp. 263-273). New York:
Basic Books.

Session 12 November 27

Topic: Collaborative Health Care: Late Adulthood

Processes and learning methods: Team Discussion

Readings:

Basler, S. C., & King, D. A. (1997). "He's sick, but I'm the one who hurts": Our work with a
medically ill older couple. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), The
shared experience of illness: Stories of patients, families, and their therapists (pp. 334-343). New
York: Basic Books.

Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of patients, families,

Caron, W. (1997). Finding the person in dementia: Experiences in a group for persons with
Alzheimer's disease. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), The shared
experience of illness: Stories of patients, families, and their therapists (pp. 313-324). New York:
Basic Books.

Hepworth & W. J. Doherty (Eds.), The shared experience of illness: Stories of patients, families,

Recommended Readings

Assignment(s) due: Project Presentations

Session 13 December 4
Topic: Relational Consultation in Schools and Communities
Processes and learning methods: Course Evaluation
Readings:

Recommended Readings

Assignment(s) due: Final Paper (Project)
Self Evaluation Report

Webibliography
Your suggestions are welcome. Updates will be available at the online syllabus

- American Association of Marriage and Family Therapy www.aamft.org
- American Family Therapy Academy www.afta.org
- Appreciative Inquiry Commons http://appreciativeinquiry.cwru.edu/
- Council on Contemporary Families http://www.contemporaryfamilies.org
- Collaborative Family Health Care Coalition www.cfhhcc.org/
- Family Process www.familyprocess.org
- Forum Qualitative Social Research www.qualitative-research.net/fqs/
- Harvard Family Research Project http://gseweb.harvard.edu/~hrp
- Institute for the Study of Therapeutic Change www.talkingcure.com/
- Institute of Medicine www.iom.edu
- Integrated Primary Care: A Central Piece in the Healthcare Puzzle www.integratedprimarycare.com
The National Centre for Restorative Justice in Youth Settings  
http://www.transformingconflict.org

International Journal of Integrated Care  www.ijic.org/index.html

International Listening Association  www.listen.org/

Narrative Psychology Guide  http://web.lemoyne.edu/~hevern/narpsych.html

New Therapist  www.newtherapist.com

Postmodern Therapies News  www.california.com/~rathbone/pmth.htm

Public Conversations Project  www.publicconversations.org/

Radical Psychology Network  www.radpsynet.org

Society for Teachers of Family Medicine  www.sfim.org/index_ex.html

The Society for Organizational Learning  www.sol-ne.org/

Taos Institute  http://www.taosinstitute.net

The Virtual Faculty  http://www.massey.ac.nz/~alock/virtual/welcome.htm

Wraparound Services  http://cecp.air.org/wraparound/

Bibliography


(Cameron et al., 2003)