

University of Massachusetts Boston
Graduate College of Education
Department of Counseling and School Psychology
COU 626: Collaborative Consultation & Larger Systems
Fall 2007

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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

- Madsen, W. (2007). *Collaborative therapy with multi-stressed families: from old problems to new futures*. New York, NY: Guilford Press.
- McDaniel, S. H., Hepworth, J., & Doherty, W. J. (Eds.). (1997). *The shared experience of illness: Stories of patients, families, and their therapists*. New York: Basic Books.
- Walsh, F. (Ed.). (1999). *Spiritual resources in family therapy*. New York: The Guilford Press.
- Zehr, H. (2002). *Little Book of Restorative Justice*. Intercourse, PA: Good Books. (Order online: \$ 4.95)
- Pennell, J. (no date). *Mainstreaming family group conferencing: building and sustaining partnerships*. International Institute for Restorative Practices.
http://www.iirp.org/library/vt/vt_pennell.html
- Umbreit, M.S. (2000). *Family group conferencing: Implications for crime victims*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime.
http://www.ojp.usdoj.gov/ovc/publications/infores/restorative_justice/96523-family_group/welcome.html
- Venables, M. (2000). *Restoration versus alienation : family group conferencing from the perspectives of victims*. Doctoral Dissertation: Griffith University School of Criminology and Criminal Justice. (Download at: <http://www.aic.gov.au/rjustice/venables/>)

Suggested Texts

- Burford, G., & Hudson, J. (Eds.). (2000). *Family group conferencing: New directions in community-centered child & family practice*. New York, NY: Aldine de Gruyter.
- Cameron, K.S., Dutton, J.E., & Quinn, R.E. (2003). *Positive organizational scholarship. Foundations of a new discipline*. San Francisco, CA: Berrerr-Koehler.

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: Session: Due by Session 6 (Sessions 4 to 6)
- Team 3: Spirituality: Session: 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>
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:

Assignment	Percent of Grade
1. Weekly Threaded Discussions and Synchronous Discussions	20%
2. A Personal/Familial Reflection (Health, Illness, and the Larger Systems)	10%
3. Conceptual Presentation	15%
4. Reflexive Reading Report	10%
5.1. Project Outline	5%
5.2. Project Presentation	10%
5.3. Final Paper	25%
6. Self Evaluation	5%

Scoring/Assessment Criteria for Course Requirements

Grade	Score	Grade	Score
A	96-100	B	75-83
A-	90-95	B-	65-74
B+	84-89	C+	55-59

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:

Madsen, W. (2007). *Collaborative therapy with multi-stressed families: From old problems to new futures*. New York, NY: Guilford Press. Chapters 1-2

Recommended Reading:

Rossiter, A. (2000). The professional is political: an interpretation of the problem of the past in solution-focused therapy. *American Journal of Orthopsychiatry*, 70(2), 150-168

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:

Chasin, R., Herzig, M., Roth, S., Chasin, L., Becker, C., Stains Jr., R. R. (1996). From diatribe to dialogue on divisive public issues: Approaches drawn from family therapy. *Mediation Quarterly*, 13 (4), 323-344.

http://www.publicconversations.org/pcp/resources/resource_detail.asp?ref_id=61

Dorsey, D. (2000). Positive Deviant. *Fast Company*. December, 41, p. 284.

<http://www.fastcompany.com/online/41/sternin.html>

Herzig, M. (2001). Moving from polarized polemic to constructive conversations. *The Journal of Public Participation*, July, 1-11.

http://www.publicconversations.org/pcp/resources/resource_detail.asp?ref_id=92

Madsen, W. (2007). *Collaborative therapy with multi-stressed families: From old problems to new futures*. New York, NY: Guilford Press. - Chapter 5

Suggested Readings:

Sternin, M., Sternin, & Marsh (1998), *Designing a Community-Based Nutrition Program Using the Hearth Model and the Positive Deviance Approach - A Field Guide*. Washington, DC: Save the Children. <http://www.positivedeviance.org/pd/>

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:

Hall, J., 7 Hammond, S. *What is appreciative inquiry?* Bronx, NY: Thin Book Publishing.

<http://lib1.store.vip.sc5.yahoo.com/lib/thinbook/whatisai.pdf>

Stevenson, H. (no date). *Appreciative inquiry: Tapping into the river of positive possibilities*. Chagrin Falls, OH: Cleveland Consulting Group.

http://www.clevelandconsultinggroup.com/pdf/appreciative_inquiry.pdf

Madsen, W. (2007). *Collaborative therapy with multi-stressed families: From old problems to new futures*. New York, NY: Guilford Press. - Chapters 3 & 4

Recommended Readings

Wolin, S. J., Muller, W., Taylor, F., & Wolin, S. (1999). Three spiritual perspectives on resilience: Buddhism, Christianity, and Judaism. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 121-135). New York: The Guilford Press.

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

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:

Allen, N.E., Foster-Fishman, P.G., & Salem, D.A. (2003). Interagency teams: A vehicle for service delivery reform. *Journal of Community Psychology*, 30(5), 475-497.

Duckworth, S. (2001). Wraparound services for young schoolchildren with emotional and behavioral disorders. *TEACHING Exceptional Children*, 33(4), 54-60.

Malysiak, R. (1997). Exploring the theory and paradigm base for wraparound. *Journal of Child and Family Studies*, 6(4), 399-408.

Vandenberg, J. & Grealish, M. (1997). Finding families strengths: a multiple choice test. *Reaching Today's Youth: The Community Circle of Caring Journal*, 1 (3). In:

<http://cecp.air.org/wraparound/famstren.html>

Recommended Readings

Boyd-Franklyn, N. & Hafer Bry B. (1999). *Reaching out in family therapy: home-based, school, and community interventions*. New York, NY: Guilford Press. Chapters 3

Braithwaite, J. (2000). Democracy, community, and problem solving. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 31-39). New York.

Burchard, J. D., & Burchard, S. N. (2000). The wraparound process with children and families. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 140-152). New York.

Kemp, S. P., Whitaker, J. K., & Tracy, E. M. (2000). Family group conferencing as person-environment practice. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 72-85). New York.

Maluccio, A. N., & Daly, J. (2000). Family group conferences as "good" child welfare practice. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 65-71). New York.

Swartz, R. (2004). Narrative Work in Public Social Services Through Wraparound Planning. *Journal of Systemic Therapies*, 23(2), 51-6

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**

Processes and learning methods: Discussion and Viewing of Burford, Gale, & Pennell, Joan. (1999). [Saputjinik \(Healing each other\): An Inuit family deals with domestic violence.](#)

Readings:

Aponte, H. J. (1997). The stresses of poverty and the comfort of spirituality. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 76-89). New York: Guilford Press.

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

http://www.iirp.org/library/vt/vt_pennell.html)

Umbreit, M.S. (2000). *Family group conferencing: Implications for crime victims*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime.

Recommended Readings

- Adams, P. (2000). Bringing the community back in: Patch and family group decision-making. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 105-119). New York.
- Boyd-Franklyn, N. & Hafer Bry B. (1999). *Reaching out in family therapy: home-based, school, and community interventions*. New York, NY: Guilford Press. Chapters 4 and 5.
- Fuchs, D. (2000). Social network theory, research, and practice: Implications for family group conferencing. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 131-139). New York.
- Love, C. (2000). Family group conferencing: Cultural origins, sharing, and appropriation--a Maori reflection. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 15-30). New York.
- Wachtel, T. (2000). Restorative practices with high-risk youth. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 86-92). New York.

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

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*

The Case of Restorative Justice. Listen to NPR Audio at

<http://www.justicetalking.org/viewprogram.asp?progID=415>

What is restorative justice? Watch video streams at

<http://video.google.com/videoplay?docid=-9060858501100748189&q=%22restorative+justice%22>

<http://video.google.com/videoplay?docid=-7788543819683169910&q=%22restorative+justice%22>

Required Readings

- Venables, M. (2000). *Restoration versus alienation : family group conferencing from the perspectives of victims*. Doctoral Dissertation: Griffith University School of Criminology and Criminal Justice. (Download at: <http://www.aic.gov.au/rjustice/venables/>) Chapters 1-3
- Zehr, H. (2002). *Little Book of Restorative Justice*. Good Books

Recommended Readings

- Boyd-Franklyn, N. & Hafer Bry B. (1999). *Reaching out in family therapy: home-based, school, and community interventions*. New York, NY: Guilford Press. 9-10.
- Moore, D., & McDonald, J. (2000). Guiding principles of the conferencing process. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 49-57). New York.
- Pranis, K. (2000). Conferencing and the community. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 40-48). New York.
- Ross, R. (2000). Searching for the roots of conferencing. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 5-14). New York.

Assignment(s) due: Team 2: Family Intervention

Session 7 October 23

Topic: Spirituality: Restoring Mindfulness in Communities

Processes and learning methods: Spiritual Genogram

Readings:

- Anderson, H. (1999). Feet planted firmly in midair: A spirituality for family living. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 157-176). New York: The Guilford Press.
- Doherty, W. J. (1999). Morality and spirituality in therapy. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 179-192). New York: The Guilford Press.
- Walsh, F. (1999). Opening family therapy to spirituality. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 28-58). New York: The Guilford Press.
- Walsh, F. (1999). Religion and spirituality: Wellsprings for healing and resilience. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 3-27). New York: The Guilford Press.

Recommended Readings

- Barrett, M. J. (1999). Healing from trauma: The quest for spirituality. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 193-208). New York: The Guilford Press.
- Griffith, M. E. (1999). Opening therapy to conversations with a personal god. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 209-222). New York: The Guilford Press.

Assignment(s) due: **Project Presentations Start**

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:

- Perry, A. d. V., & Rolland, J. S. (2000). Spirituality expressed in community action and social justice: a therapeutic means to liberation and hope. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 272-292). New York NY: The Guilford Press.
- Roberts, J. (1999). Heart and soul: Spirituality, religion, and rituals in family therapy training. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 256-271). New York: The Guilford Press.
- Schwartz, R. C. (1999). Releasing the soul: Psychotherapy as a spiritual practice. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 223-239). New York: Guilford Press.
- Weingarten, K. (1999). Stretching to meet what's given: Opportunities for a spiritual practice. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 240-255). New York: The Guilford Press.

Recommended Readings

- Griffith, J. L., & Griffith, M. E. (2002). *Encountering the sacred in psychotherapy: How to talk with people about their spiritual lives*. New York, NY: Guilford Press. Chapters 4, 6, 7, & 8

Assignment(s) due:

Team 3: Spirituality

Team 4: Collaborative Health Care

Session 9 November 6

Topic: **Intercultural Health Care**

Processes and learning methods: Discussion and Viewing of Videostream series and Guide "World Apart"

Readings:

- Falicov, C. J. (1997). "So that they don't need me anymore": Weaving migration, illness, and coping. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 48-57). New York: Basic Books.
- Institute of Medicine (2002). *Unequal treatment: Confronting racial and ethnic disparities in health care*. New York: Author. Chapter 4

Landau, J. (1997). Whispers of illness: Secrecy versus trust. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 13-22). New York: Basic Books.

Recommended Readings

Seel, R. (2000) Culture and complexity: new insights in organizational change. *Organizations & People*, 7 (2), 2-9. <http://www.new-paradigm.co.uk/culture-complex.htm>

Waldegrave, C. (2000). "Just therapy" with families and communities. In G. Burford & J. Hudson (Eds.), *Family group conferencing: New directions in community-centered child & family practice* (pp. 153-163). New York.

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 House* (Italy, 2004)

Readings:

Cole-Kelly, K. (1997). Two families, two stories: Courage and chronic illness. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 73-81). New York: Basic Books.

Jacobs, B. (1997). A double life: Adolescent life. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 82-90). New York: Basic Books.

Keith, D. (1997). The child in the therapist and the old man in the child: Psychosomatic symptoms and children. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 38-47). New York: Basic Books.

Levine, F. B. (1997). The girl who went on strike: A case of childhood diabetes. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 58-72). New York: Basic Books.

Lorenz, A. D. (1997). Working together to get control: Treating encopresis. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 30-37). New York: Basic Books.

Wynne, L. C. (1997). The family left out and the family included: Two outcomes for schizophrenia. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 151-162). New York: Basic Books.

Recommended Readings

Byng-Hall, J. (1997). Multiple illness, repeating nightmares. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 184-191). New York: Basic Books.

Sobel, S. (1997). "Do you need to know?" Genetic testing for Huntington'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. 173-183). New York: Basic Books.

Wright, L. M. (1999). Spirituality, suffering, and beliefs: The soul of healing with families. In F. Walsh (Ed.), *Spiritual resources in family therapy* (pp. 61-75). New York: The Guilford Press.

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>
- Gunn, W. B. (1997). Unspeakable pain: The impact of stroke on the family. In S. H. McDaniel, J. Hepworth & W. J. Doherty (Eds.), *The shared experience of illness: Stories of patients, families, and their therapists* (pp. 300-309). New York: Basic Books.
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- Fox, M. R. (1997). Turning powerlessness into opportunity: A case of bipolar affective disorder. In 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.
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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.
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Child, N. (2000). The limits of the medical model. *Clinical Child Psychology and Psychiatry*, 5, 11-2
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Assignment(s) due: **Project Presentations**

Session 13 December 4

Topic: **Relational Consultation in Schools and Communities**

Processes and learning methods: **Course Evaluation**

Readings:

Aponte, H. (1976). The family-school interview: An eco-structural approach. *Family Process*, 15, 303-311.

Madsen, W. (2000). *Collaborative therapy with multi-stressed families: from old problems to new futures*. New York, NY: Guilford Press. Chapters 7, 8, & 9

Pulleyblank, E. (2004). The heart of the matter 2: Integration of ecosystemic family therapy practices with systems of care mental health services for children and families. *Family Process*, 43(2), 161-173.

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Barbetta, P., Edelstein, C., & Gaspari, G. (1998). Intercultural communication on immigration. Narratives and meta-narratives fostering dialogue. *Human Systems: The Journal of Systemic Consultation & Management*, 9(3-4), 253-263.

Laird, J. (2000). Culture and narrative as central metaphors for clinical practice with families. In D. H. Demo & K. R. Allen & M. A. Fine (Eds.), *Handbook of family diversity* (pp. 338-358). New York: Oxford University Press.

Boyd-Franklyn, N. & Hafer Bry B. (1999). *Reaching out in family therapy: home-based, school, and community interventions*. New York, NY: Guilford Press. Chapter 7 & 8.

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

Webibliography

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

- o American Association of Marriage and Family Therapy www.aamft.org
- o American Family Therapy Academy www.afta.org
- o Appreciative Inquiry Commons <http://appreciativeinquiry.cwru.edu/>
- o Council on Contemporary Families <http://www.contemporaryfamilies.org>
- o Collaborative Family Health Care Coalition www.cfhcc.org/
- o Family Process www.familyprocess.org
- o Forum Qualitative Social Research www.qualitative-research.net/fqs/
- o Harvard Family Research Project <http://gseweb.harvard.edu/~hfrp>
- o Institute for the Study of Therapeutic Change www.talkingcure.com/
- o Institute of Medicine www.iom.edu
- o 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/%7Ehevern/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.stfm.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>
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