

Syllabus Psy 650B

PSY 650B Postmodern Therapies

Class Schedule Fall 2010

Monday: 3:00 – 6:00

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Downloadable Materials: <https://public.me.com/frank.baird>

Course Description

“Every time we ask a question we’re generating a possible version of life.” David Epston.

PSY650A, PSY650B & PSY650C

POSTMODERN THERAPIES – A, B & C

3 units each semester

This year-long intensive course sequence introduces students to postmodern concepts as they relate to individual and family therapy. This course will present the philosophies of Foucault, Gergen and Wittgenstein and three of the collaborative approaches: Solution-Focused Therapy, Narrative Therapy, and Collaborative Language Systems. Through live demonstration, role-play, reflecting teamwork, videos, experiential exercises, and lecture, students learn how to maintain specialized ways of listening and questioning that create a context for client change and transformation and the dissolution of problems. Utilization of these approaches with individuals, families, groups, businesses and communities are illustrated.

Postmodern therapies invite therapists to see people as resource laden and full of possibility, not pathology. This year-long intensive training course in time-sensitive, resource-oriented, collaborative therapies, invites participants to step outside of familiar and taken-for-granted assumptions about people, psychology and therapy and into more collaborative relationships and practices. Participants will study the historical, cultural and political contexts of our professional knowledges, highlight the dignities of these knowledges and challenge some of the taken for granted “truths” and discourses that influence how we see clients, problems, the therapy relationship and the practice of therapy itself.

Participants will study and interact with some of the most exciting new ideas and developments in the field of psychotherapy. This course provides participants with both didactic and experiences with the ideas and philosophies that make resource-oriented, collaborative therapies so helpful to clients.

Objectives

Participants will explore the philosophical ideas and assumptions that guide postmodern therapy practices including:

- Contributions of Milton Erickson and Gregory Bateson
- Maturana and Varela: biological roots of Human Understanding
- Philosophies of Foucault, Wittgenstein and Derrida
- Social Constructionism – Kenneth Gergen
- The Solution-Focused Therapy work of Insoo Kim Berg and Steve DeShazer and others
- The Narrative Therapy work of Michael White, David Epston, Gene Combs, Jill Freedman and others
- The Collaborative Language Systems Therapy of Harlene Anderson and Tom Andersen

Participants will learn how to create a context where healing and change are informed not by our expert knowledges, but by the knowledges, abilities, preferences and visions of the clients who consult us.

Participants will learn how to pay attention to language, how words, labels and diagnoses trigger thoughts that influence how we know clients.

Participants will learn how to take a non-pathologizing stance and ask questions that are generative and lead to client-preferred change.

Participants will learn how to view problems as external to people so they cease to speak of their identities.

Participants will learn how we use language and the therapy relationship to help clients loosen themselves from the real effects of the social, cultural and political context that keep problems alive.

Participants will learn how we collaborate with clients in co-creating stories of hope, liberation and possibility in the face of oppressive forces.

Participants will learn how to challenge the power imbalances inherent in the therapy relationship and how to position their power and expertise behind client agency.

Articles and videos will include using resource-oriented approaches with individuals, couples, families, groups, mandated clients, businesses and communities.

Required Texts

- Anderson, Harlene: **Conversation, Language & Possibilities**
- Burr, Vivien: **Social Constructionism**, Second Edition
- DeJong & Berg: **Interviewing for Solutions** Third Edition
- Freedman & Combs: **Narrative Therapy**
- Gergen & Gergen: **Social Construction: Entering the Dialogue**
- Gubrium & Holstein: **Analyzing Narrative Reality**

There will be other assigned readings as well. They can be found at <https://public.me.com/frank.baird>

Assignments & Grades

Many new therapeutic ideas and practices are easy enough to grasp once the student has a foundation in graduate program training or ongoing practice. Postmodern ideas and practices, however, challenge some of the notions therapists have spent a good deal of time and effort learning. Some of these notions may be so “taken for granted” and ubiquitous in our culture that they are considered to be “fact.”

Examining, contextualizing and deconstructing the familiar and “taken for granted” and learning new possibilities will require open mindedness, experimentation, diligent reading and participation in class discussions. Class attendance and class participation will affect your grade.

Your Learning Goals

At the beginning of the class you will be asked to identify 5 goals for your learning. These Learning Goals will count as 75% of your grade for the class. You will rate your knowledge on a 1-5 scale at three times during the class: the beginning, half way through, and just before the final class. The instructor will also rate your knowledge on the same scale and the average of the two will be part of your grade. (See attached Learning Goals form.) 5=A, 4=B, 3=C, 2=D, 1=F. Class attendance will be the remaining 25% of your grade. Missed classes will negatively affect your grade.

Syllabus – Psy 650 B

1. Discourse

[8/22/11]

Reading Due:

Burr:

- Chapter 4 – “What is Discourse?” (18 pages)

Freedman & Combs:

- Chapter 2 – “The Narrative Metaphor and Social Constructionism: A Postmodern Worldview” (23 pages)
- Chapter 3 – “Opening Space for New Stories” (35 pages)

2. New Story Development

[8/29/11]

Reading Due:

Burr:

- Chapter 5 – “Is There a Real World Outside Discourse?” (23 pages)

Freedman & Combs:

- Chapter 4 – “Story Development” (36 pages)

Holiday

[9/5/11]

3. Narrative Reality & Narrative Work

[9/12/11]

Reading Due:

Gubrium & Holstein:

- Part 1: Narrative Reality
 - Chapter 1 – “Stories in Society” (12 pages)
 - Chapter 2 – Forms of Analysis (12 pages)
 - Chapter 3 – Into the Field (12 pages)
- Part 2: Narrative Work
 - Chapter 4 – “Activation” (16 pages)
 - Chapter 5 – “Linkage” (14 pages)
 - Chapter 6 – “Composition” (12 pages)
 - Chapter 7 – “Performance” (12 pages)
 - Chapter 8 – “Collaboration” (12 pages)
 - Chapter 9 – “Control” (16 pages)

4. Narrative Environments

[9/19/11]

Reading Due:

Gubrium & Holstein

- Part 3: Narrative Environments
 - Chapter 10 – “Close Relationships” (16 pages)
 - Chapter 11 – “Local Culture” (10 pages)

- Chapter 12 – “Status” (12 pages)
- Chapter 13 – “Jobs” (12 pages)
- Chapter 14 – “Organizations” (12 pages)
- Chapter 15 – “Intertextuality” (14 pages)

5. Influential Questions

[9/26/11]

Reading Due:

Gubrium & Holstein

- Part 4: Narrative Adequacy
 - Chapter 16 – “What is a Good Story?” (12 pages)
 - Chapter 17 – “Who is a Good Storyteller?” (14 pages)

Freedman & Combs:

- Chapter 5 – “Questions” (31 pages)
- Chapter 6 – “Questions in Action: Three Transcripts” (25 pages)

6. Scaffolding

[10/3/11]

Reading Due:

From Michael White’s **Maps of Narrative Practice:**

- Introduction (6 pages)
- Chapter 6: Scaffolding Conversations (44 pages)

7. Thickening the Plot

[10/10/11]

Reading Due:

Freedman & Combs:

- Chapter 7 – “Reflecting” (25 pages)
- Chapter 8 – “The Plot Thickens” (25 pages)

Chapter 9 – “Spreading the News” (43 pages)

8. Letter Writing

[10/17/11]

Reading Due:

Stephen Madigan Therapeutic Conversations 9 Handout:

- New Forms of Writing and Naming – Therapeutic Letter Writing Campaigns (11 pages)

Various:

- Therapeutic Letter Samples

9. Reflecting Team / Outsider Witness Practices

[10/24/11]

Reading Due:

From Michael White’s **Reflections on Narrative Practice:**

- Reflecting-Team Work As Definitional Ceremony Revisited (27 pages)

From Russell & Carey, **Narrative Therapy: Responding to Your Questions:**

- Outsider-Witness Practices: Some Answers To Commonly Asked Questions (14 pages)

10. Narrative Therapy - Start to Finish Interviewing

[11/7/11]

11. Narrative Therapy – Start to Finish Interviewing

[11/14/11]

12. Narrative Therapy – Start to Finish Interviewing

[11/21/11]

13. The Absent but Implicit

[11/29/11]

Reading Due:

Carey, Maggie; Walther, Sarah; Russell, Shone (2009) **Family Process, Vol. 48, No. 3**

- The Absent but Implicit: A Map to Support Therapeutic Enquiry (13 pages)

From Michael White's **Reflections on Narrative Practice:**

- Re-engaging with History: The Absent but Implicit (24 pages)

14. Formula Stories / Relationship Violence

[12/5/11]

Reading Due:

- Loseke, Donileen R. (2001) *Lived Realities and Formula Stories of "Battered Women"* in Gubrim, Jaber F. & Holstein, James A. eds, **Institutional Selves: Troubled Identities in a Postmodern World** (20 pages)
- Fisher, Art (Date Unknown) Presentation Notes: *Narrative Possibilities For Unpacking "Homophobia": Responding To The Complexities In Men's Life Journeys* (6 pages)
- Fisher, Art (Date Unknown) in **Narrative Network News: Power and the Promise of Innocent Places** (3 pages)

Suggested Reading:

- Beaudoin, M. (2005) *Agency And Choice In The Face Of Trauma: A Narrative Therapy Map* In **Journal Of Systemic Therapies**, Vol. 24, No. 4, 2005, Pp. 32-50

Related Reading:

- Baird, Frank (1995) *A Narrative Context for Conversations with Adult Survivors of Childhood Sexual Abuse* in **Progress**, California Family Study Center, Encino
- Durrant, M. & White, C. (Eds.) (1990) **Ideas for Therapy with Sexual Abuse**. Adelaide: Dulwich Centre Publications.
- Briere, J. (1989). **Therapy for Adults Molested as Children**, New York: Springer Publishing Company.
- Mann, S. & Russell, S. (Eds) (2003) **Responding to Violence** Adelaide: Dulwich Centre Publications
- Jenkins, A. (1990) **Invitations to Responsibility**. Adelaide: Dulwich Centre Publications
- Lee, M, Sebold J. & Uken A (2003) **Solution-Focused Treatment of Domestic Violence Offenders: Accountability for Change** New York: Oxford
- Nylund, D. (2000) **Treating Huckleberry Finn: A New Narrative Approach to Working with Kids Diagnosed with ADD/ADHD** New York: Josey Bass
- Duncan, B. Hubble, M. & Miller, S. (1997) **Psychotherapy with "Impossible" Cases** New York: WW Norton & Co.
- Pare, D., Bondy, J. & Malhotra, C. (2006) **Performing Respect: Using Enactments in Group Work with Men Who Have Abused** in *Journal of Systemic Therapies*, Vol. 25, No. 2, pp. 64-79
- Nylund, D. & Corsiglia, V. (1993) *Internalized Other Questioning with Men Who are Violent* in **Dulwich Centre Newsletter**, 1993. No. 2

15. Final Conversations

[12/12/11]