



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6090-III Practicum – Narrative Therapy

COURSE OUTLINE – FALL 2022

1. GRADUATE CALENDAR DESCRIPTION

This course features supervised clinical practice in couple and family therapy. It involves regular clinical work with couples, families, and individuals. Students meet with faculty each week for up to six hours of supervision. Supervision over the semester will involve both group and individual/dyadic meetings.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRAN 6090-I, FRAN 6090-II
Co-Requisites(s):	
Restriction(s):	CFT Students only

2. COURSE DESCRIPTION

This course is the third semester in a four-semester series of clinical training practica in the Couple & Family Therapy program. Practicum III features the study of, and training in, Narrative Therapy, currently one of the major approaches in the collaborative, post-modern therapies prominent in the CFT field. This introduction of the Narrative Therapy approach will include:

- a) a study of work by primary foundational philosophical, socio-political, anthropological, and developmental thinkers who influenced Michael White and other developers of Narrative approaches,
- b) exploration and critical study of major assumptions underpinning the Narrative perspective,
- c) implications for the positioning of the therapist and client(s) in the clinical relationship,
- d) practicing primary therapeutic skills associated with this therapeutic model, and
- e) attending to embedded issues of power, privilege, and marginalization related to intersecting social locations as these permeate the systems and relationships in which we and our clients live.

Students (therapist-interns) will incorporate Narrative practices into their on-going work with couple, family, and individual clients at the Couple & Family Therapy Centre. Systemic thinking and practice will be highlighted, consistent with the training commitments of the CFT program.

3. TIMETABLE

Lecture: Wednesdays 12:30 – 4:20 pm
Location: Maplewoods Centre, Room 129

4. INSTRUCTIONAL SUPPORT

Course Instructor: Emma Turner, M.Sc, RP, RMFT-SM
Email: eturne02@uoguelph.ca
Telephone: 519-824-4120 ext. 52335 or 519-362-1074 (cell)
Office: Maplewoods Centre, Room 149
Office Hours: By Appointment

Co-Supervisor: Kevin VanDerZwet Stafford, M.Sc, RP, RMFT-SM
Email: kstaff01@uoguelph.ca
Telephone: 519-824-4120 ext. 53423 or 519-767-6581
Office: Maplewoods Centre, Room 133
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Client Service Coordinator: Amanda Buda
Email: cft@maplewoods.uoguelph.ca
Telephone: 519-824-4120 Ext. 56335
Office: Maplewoods Centre, Room 147
Office Hours: By Appointment

5. LEARNING RESOURCES

Required Resource(s):

Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Adelaide: Dulwich Centre Publications.

Additional articles, readings, and videos as assigned, which will be made available to students on Courselink.

Recommended Resource(s):

White, Michael (2007). *Maps of narrative practice*. New York: W. W. Norton.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. **Conceptual.** To develop an understanding of the conceptual aspects of Narrative Therapy as a leading-edge approach within the field of Couple & Family Therapy, including the underlying assumptions, the historical-contextual development of this perspective, major concepts, distinctions from other approaches, and its overall strengths and limitations.
2. **Therapeutic Interviewing and Team Skills.** To learn to apply common Narrative practices in

on-going clinical work with a wide variety of clients across the life-span with widely diverse presenting concerns and lived experiences.

3. **Assessment, Hypothesizing and Documentation Skills.** To engage in Narrative practices of: (a) “co-assessment” with clients regarding the resources and constraints they are experiencing, (b) co-development with clients of initial goals for the therapy work, (c) writing Narrative oriented clinical documents, (d) on-going co-evaluation with clients of their progress and the helpfulness of the therapy process. To engage in systemic hypothesizing and apply this in on-going clinical work.
4. **Ethics, Accountability and Professional Identity Development.** To consistently apply ethical principles, codes of ethical conduct, and “best practices” in clinical work. To re-view personal ethics, extend development of preferred professional identity, and learn Narrative practices for maintaining a therapeutic positioning that embraces complexity, engenders hope, and reflects personal and professional accountability.
5. **Diversity.** To increase awareness of differences and use this awareness to engage respectfully and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation.
6. **Power Relations and Reflexivity.** To extend personal and professional understanding related to the intersections of social locations and how these influence people’s lives. To extend skills in critical analysis of the power dimensions inherent in all relationships, including especially the therapeutic relationship. To practice reflexivity with respect to analyzing one’s own participation in complex power relations and the construction of “knowledge” that may be oppressive or liberating for self and others.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Activity/Assignment
1 Sept 14	Welcome Review Course Outline Preferred Professional Identity Intro to Narrative Therapy	Freedman, J. & Combs, G. (1996). The narrative metaphor and social constructionism: A postmodern worldview. In <i>Narrative therapy: The social construction of preferred realities</i> . (pp. 19-41). New York, NY: W.W. Norton. Monk, Gerald & Gehart, Diane (2003). Sociopolitical activist or conversational partner? Distinguishing the position of the therapist in Narrative and Collaborative Therapies. <i>Family Process</i> , 42(1), 19-30. Adichie, C. [TedTalk] (2009, July). The danger of a single story [Video file]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en [20 mins]	Preferred Professional Identity Interview Storytelling Exercise Learning Goals due to Emma and Kevin via email by September 20 at 11:59 pm

Week	Topics	Assigned Readings & Guest Speakers	Activity/Assignment
<p align="center">2</p> <p>Sept 21</p>	<p>Naming the Problem and Externalizing</p>	<p>Text chapters (Morgan): Intro, 1, 2, 3</p> <p>Penwarden, Sarah (2006). Turning depression on its head: Employing creativity to map out and externalize depression in conversations with young women. <i>The International Journal of Narrative Therapy and Community Work</i>, 1, 65-70.</p> <p>White, M. (2011). Externalizing and Responsibility. In <i>Narrative Practice: Continuing the conversation</i>. (pp. 118-122). New York, NY: W. W. Norton.</p> <p>Refresher: Druker, A. (2014). What to do when a diagnosis doesn't fit. <i>The International Journal of Narrative Therapy and Community Work</i>, 4, 16-23.</p> <p>Optional: White, M. (2007). Externalizing Conversations. In <i>Maps of narrative practice</i> (pp. 9-59). New York, NY: W. W. Norton.</p>	<p>Externalizing activity</p> <p>Questions/Reflections on Readings starts September 21 – due at 8:30 am in Dropbox</p>
<p align="center">3</p> <p>Sept 28</p>	<p>Double listening Absent but implicit</p>	<p>Guilfoyle, M. (2015). Listening in narrative therapy: double-listening and empathetic positioning. <i>South African Journal of Psychology</i> 2015, Vol. 45(1), 36–49.</p> <p>Carey, M., Walther, S., & Russell, S. (2009). Absent but implicit: A map to support therapeutic enquiry. <i>Family Process</i>, 48, 319-331.</p> <p>Freedman, J. (2012). Explorations of the absent but implicit. <i>International Journal of Narrative Therapy and Community Work</i>, 4, 1-10.</p>	<p>Double listening activity</p> <p>Group supervision/ Clinical consultation</p>
<p align="center">4</p> <p>Oct 5</p>	<p>Unique Outcomes Re-authoring Conversations</p>	<p>Text chapters (Morgan): 7, 8</p> <p>White, M. (2007). Conversations that Highlight Unique Outcomes. In <i>Maps of Narrative Practice</i> (pp. 219-261). New York, NY: W. W. Norton.</p> <p>White, M. (2005). Children, trauma, and subordinate storyline development. <i>The International Journal of Narrative Therapy and Community Work</i>, 3 & 4, 10-21.</p>	<p>Unique outcomes activity</p> <p>Group supervision/ Clinical consultation</p>

Week	Topics	Assigned Readings & Guest Speakers	Activity/Assignment
5 Oct 12	Outsider Witness Definitional Ceremonies	Text Chapters (Morgan): 14 Carey, M. & Russell, S. (2003). Outsider witness practices: Some answers to commonly asked questions. <i>The International Journal of Narrative Therapy and Community Work</i> , 1, 3-16. White, M. (2007). Definitional ceremonies. In <i>Maps of Narrative Practice</i> (pp. 201-218). New York, NY: W. W. Norton.	OW Practice Sign-up for Outsider-witness teams Outsider Witness Team Sign Up Sheet.docx
6 Oct 19	Documentation Narrative Letters	Text Chapters (Morgan): 10, 11 Newman, D. (2008). Rescuing the said from the saying of it: Living documentation in narrative therapy. <i>The International Journal of Narrative Therapy and Community Work</i> , 3, 24-34. Butler, R. (2016). Letter writing in two contexts: Facilitating stories of resistance. <i>The International Journal of Narrative Therapy and Community Work</i> , 1, 60-69.	Narrative Letter Interview Narrative Letter due to Dropbox by October 25 at 11:59 pm.
7 Oct 26	Re-remembering Conversations	Text Chapters (Morgan): 9 White, M. (2007). Re-remembering conversations. In <i>Maps of Narrative Practice</i> (pp. 129-164). New York, NY: W. W. Norton.	Re-remembering activity First Outsider Witness Teams Response to Narrative Letter due to Dropbox by November 1 at 11:59 pm.
8 Nov 2	Conversations about resistance Response-Based practices	Caulfield, L. (2021). "I am more than the violence I survive": Reflections from the policing family violence storytelling project. <i>International Journal of Narrative Therapy and Community Work</i> , 4, 76-93. Wade, Allan (1997). Small acts of living: Everyday resistance to violence and other forms of oppression. <i>Contemporary Family Therapy</i> , 19(1), 23-39. Yuen, Angel (2007). Discovering children's responses to trauma: A response-based narrative practice. <i>The International Journal of Narrative Therapy and Community Work</i> , 4, 3-18.	Response-based interviews Teams Continue

Week	Topics	Assigned Readings & Guest Speakers	Activity/Assignment
9 Nov 9	Scaffolding Thickening the story	Hayward, Mark (2006). Using a scaffolding distance map with a young man and his family. <i>International Journal of Narrative Therapy and Community Work</i> , 1, 39-50. [11] Freedman, J. & Combs, G. (1996). Questions. In <i>Narrative Therapy: The social construction of preferred realities</i> . (pp. 113-143). New York, NY: W.W. Norton.	Scaffolding/ Questions Exercise Teams Continue
10 Nov 16	Special Topics: Brief Narrative Therapy practices	Batrouney, A. (2019). Narrative therapy approaches in single-session trauma work. <i>International Journal of Narrative Therapy and Community Work</i> , 2, 40–48. Cooper, S. (2014). Brief narrative practice at the walk-in clinic: The rise of the counterstory. <i>The International Journal of Narrative Therapy and Community work</i> , 2, 23-29. Young, K. (2013). When all you have is now: narrative practice at a walk-in therapy clinic. Retrieved from: http://www.narrativeapproaches.com/when-all-the-time-you-have-is-now-narrative-practice-at-a-walk-in-therapy-clinic/	Teams Continue
11 Nov 23	Special Topics: Using Narrative Therapy in Relational Work and Sex Therapy Using Narrative Therapy with Children	Freedman, J. & Combs, G. (2015). Narrative Couple Therapy. In A. Gurman, J. Lebow, & D. K. Snyder, (Eds.), <i>Clinical handbook of couple therapy</i> (5 th ed., pp 271-299). The Guilford Press. Su, T., & Parker, M. L. (2022). Narrative Couple Therapy with Sexual Minority Couples: Exploring Sexual Intimacy. <i>Contemporary Family Therapy</i> . https://doi.org/10.1007/s10591-022-09644-7 Castan, L. (2020). Child-centred play therapy and narrative therapy: Consilience and synthesis. <i>International Journal of Narrative Therapy and Community Work</i> , 1, 24–33.	Teams Continue
12 Nov 30	Course wrap-up Celebration	Optional: White, M. (2005). Workshop Notes. Retrieved from: https://dulwichcentre.com.au/michael-white-workshop-notes.pdf	

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Class Participation	ESLO 4a - d, 5b, 5c MELO 1, 6, 7, 9	Sept 14-Nov 30	PASS/FAIL
Questions and Reflections about Readings	ESLO 5a, 5c MELO 1 - 8	Sept 14-Nov 23	PASS/FAIL
Narrative Letter and Response	ESLO 3d, 5a MELO 6a, 6b, 8, 9	Oct 25 and Nov 1	PASS/FAIL
Outsider Witness Teamwork	ESLO 5a MELO 9, 10	Oct 26-Nov 23	PASS/FAIL
Transcript Analysis of Session	ESLO 4a, 4b, 4c, 4d, 5a, 5b MELO 1, 2, 3, 4, 5, 9	Week of Nov 28	PASS/FAIL
Clinical Work and Supervision	ESLO 5e MELO 1 - 7, 9	Sept 6-Dec 16	PASS/FAIL
Total:			PASS/FAIL

- 1. Setting/Revising Individual Learning Goals for Practicum III.** You will create individual learning goals (in point form, 1 page) based on your preferred identity as a therapist and the action initiatives you talked about when your colleague interviewed you. You will provide Emma and Kevin copies of these goals via email. These goals will be reviewed in the mid-term review and at the end of the term. The intention of this project is: (a) to practice developing goals and action initiatives from a Narrative perspective, and (b) to track your own progress in increasing competence over the course of the practicum. **Learning Goals due to Emma and Kevin via email by September 20 at 11:59 pm.**
- 2. Active Class & Supervision Participation.** Each student/intern is expected to come to class ready to engage in thoughtful, constructive, applied conversation and analysis of the assigned readings. Active class participation is based upon the ability to discuss, question, summarize, criticize, and incorporate the assigned readings and videos in class and to apply that knowledge in session. Participation in individual and dyadic supervision must be professional, well prepared for, pro-active, ethical, and must demonstrate incorporation of class content.
- 3. Questions and Reflections About Readings.** In this assignment, students will read each of the assigned readings for the course. Students will then write one (1) question or reflection that each reading invites them to consider specific to their work as a therapist, something each reading has them reflecting about in their own practice. Questions and/or reflections are due at the beginning of each day that a particular reading has been assigned for, including the first day of class. Questions will be reviewed according to the following:

 - Clarity of the questions asked or reflection made
 - Relevance to the topic at hand
 - Degree to which the questions indicate critical engagement with and integration of the class readings for that date and topic
 - Engagement of critical thinking with respect to theoretical assumptions and knowledge, and use of self-reflection regarding one's own values and beliefs, social locations, and power
 - Incorporation of relevant personal or professional experience

Submitted to Courselink Dropbox by 8:30 AM every Wednesday (starting September 21). Each student will be granted one "skip" week.

4. Narrative Letter. After interviewing one of your colleagues in class, you will write a Narrative-based letter of 1 page to your colleague that outlines what you heard in the interview. You will use the descriptive material from *What is Narrative Therapy?* (Morgan, 2000) for guidance in structuring your letter. This material is available on CourseLink under “Assignment Instructions”. You will provide your colleague copy of the letter based on their preference (paper or electronic), and provide the instructor a copy of the letter via Courselink Dropbox. After you have received the letter your colleague has written to you, you will write a response back to your colleague with some comments on your experience of the letter, and submit a copy of this response to the instructor via Courselink Dropbox. The intention of this project is: (a) to practice Narrative letter-writing; (b) to experience hearing back from a witness to your preferences and plans; and (c) to reflect on listening, witnessing and letter-writing (documenting) as transformative practices from a Narrative perspective.

Submit Narrative Letter to Courselink Dropbox by October 25 at 11:59 pm.

Submit Response to Narrative Letter to Courselink Dropbox by November 1 at 11:59 pm.

5. Outsider Witness Teamwork. You will invite clients with whom you are working to at least one session with an O-W Team comprised of two or three colleagues and either Emma or Kevin. You will also participate as a team member for at least two of your colleagues. A hand-out on *Preparation by Therapist for O-W Teamwork* is available on Courselink under “Assignment Instructions”. This teamwork will usually take place during the Wednesday class time. The time after the clients have left will include a de-briefing and feedback process. The intention of this activity is: (a) to practice Narrative teamwork, and (b) to practice providing constructive feedback to colleagues.

6. Transcript Analysis of Session. In this assignment, students will record and review a session with client(s) and select a 10-minute section, transcribe it, and analyse it using the template below. Any identifying information regarding clients must be omitted, and client names shall not be used. The instructor would also prefer that therapist’s request and receive their client’s permission to participate in this activity.

Client-Therapist Dialogue	Therapist’s Position <ul style="list-style-type: none"> • What were you listening for? Why? 	Therapist’s Response <ul style="list-style-type: none"> • What did you do? • What narrative approach/ideology did you implement? 	Reflections <ul style="list-style-type: none"> • What was your hope in responding with this question/statement? • Does this align with your preferred professional identity? How so? • What alternative responses could also have been in alignment?
Client:			
Therapist:			

During the **week of November 28**, students will meet individually with the instructor for 45-60 minutes to review together the 10-minute segment and discuss what the student reflected on during their analysis. Students will provide the instructor with the transcript analysis prior to the meeting.

In addition to the transcript analysis, students will also provide the following information:

1. Client's social location and relevant sociocultural and family history of the client
2. Client's reason for therapy – what name did the client give the problem?
3. Client's hopes for therapy
4. What does the client(s) give hold as most precious and dear, including key relationship, beliefs about the world, and intentions for themselves and their relationships

The intention of this activity is to: (a) specifically link your practice to what you have learned in the course, (b) reflect on the self of the therapist in therapy process, (c) to reflect on your therapist position working with these particular clients.

Submitted to CourseLink Dropbox during week of November 28 prior to meeting with instructor.

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.