

*HAWORTH Practical Practice in Mental Health*

Lorna L. Hecker, PhD  
Senior Editor

*101 Interventions in Family Therapy* edited by Thorana S. Nelson and Terry S. Trepper

*101 More Interventions in Family Therapy* edited by Thorana S. Nelson and Terry S. Trepper

*The Practical Practice of Marriage and Family Therapy: Things My Training Supervisor Never Told Me* by Mark Odell and Charles E. Campbell

*The Therapist's Notebook for Families: Solution-Oriented Exercises for Working with Parents, Children, and Adolescents* by Bob Bertolino and Gary Schultheis

*The Therapist's Notebook for Children and Adolescents: Homework, Handouts, and Activities for Use in Psychotherapy* edited by Catherine Ford Sori and Lorna L. Hecker

*The Therapist's Notebook for Lesbian, Gay, and Bisexual Clients: Homework, Handouts, and Activities for Use in Psychotherapy* edited by Joy S. Whitman and Cynthia J. Boyd

*Collaborative Practice in Psychology and Therapy* edited by David A. Paré and Glenn Larnar

*A Guide to Self-Help Workbooks for Mental Health Clinicians and Researchers* by Luciano L' Abate

*Resources in Prevention, Psychotherapy, and Rehabilitation for Clinicians and Researchers* edited by Luciano L' Abate

# Collaborative Practice in Psychology and Therapy

David A. Paré, PhD  
Glenn Larnar  
Editors



The Haworth Clinical Practice Press  
An Imprint of The Haworth Press, Inc.  
New York • London • Oxford

## CONTENTS

<b>About the Editors</b>	<b>xiii</b>
<b>Contributors</b>	<b>xv</b>
<b>Foreword</b>	<b>xxiii</b>
<i>Kenneth J. Gergen</i>	
<b>Acknowledgments</b>	<b>xxix</b>
<b>Introduction: Toward an Ethic of Hospitality</b>	<b>1</b>
<i>David A. Paré</i>	
<i>Glenn Lerner</i>	
<b>THEORY: BEYOND PERSUASION— THEORIZING WITHOUT VIOLENCE</b>	
<b>Chapter 1. Social Construction As Practical Theory: Lessons for Practice and Reflection in Psychotherapy</b>	<b>9</b>
<i>Sheila McNamee</i>	
Persuasion As Pervasive	11
Providing a Conversational Arena	13
Social Construction	14
Meaning As Relational	15
From Method to Daily Engagements (Performances)	17
Social Construction As Practical Theory	19
<b>Chapter 2. Therapy Theory After the Postmodern Turn</b>	<b>23</b>
<i>Lois Shawver</i>	
Our Postmodern Turn	25
The New Vision of Affirmative Postmodernism	27
Creating Paralogy	31
Summary and Conclusion	34
<b>Chapter 3. Collaboration Within a Pragmatic Tradition: The Psychotherapeutic Legacy of William James</b>	<b>41</b>
<i>Jon K. Amundson</i>	
Introduction	42
If There Was a Jamesian Clinical Tradition . . .	42

Pluralism, Skepticism, and Radical Empiricism— What Might This Mean for a Collaborative Therapy?	45		
Empirically Informed Therapy	47		
Pragmatic Clinical Practice	50		
Conclusion	53		
<b>Chapter 4. Knowing More Than We Can Say</b>	<b>55</b>		
<i>Stephen Frosh</i>			
Postmodern Discourse	56		
Trying to Face the Unsayable Into the Therapist	59		
Toward Practice	61		
	63		
<b>Chapter 5. On the Way to “Presence”: Methods of a “Social Poetics”</b>	<b>69</b>		
<i>Arlene Katz</i>			
<i>John Shotter</i>			
Mutual Responsivity	71		
From Fixity-to Fluidity, from Entanglements to Self-Respect: Conversational Ethics	74		
Orienting Images and Examples: Methods of a Social Poetics	75		
Conclusion: The Conversational-Poetic Stance	78		
<b>THERAPY: “KNOWING-WITH” IN THERAPEUTIC PRACTICE</b>			
<b>Chapter 6. Relational Attunement: Internal and External Reflections on Harmonizing with Clients</b>	<b>85</b>		
<i>Craig Smith</i>			
Four Ways of Knowing	87		
Slowing Myself Down to Stay Closer to Clients’ Meanings	89		
Being Transparent	90		
How Can I Help?	91		
Ways to Ask for Feedback	93		
Closing Moments	94		
<b>Chapter 7. Talking About “Knowing-With” (Like a Team!)</b>	<b>97</b>		
<i>Donald McMenamin</i>			
		<b>Chapter 8. A Room of Their Own</b>	<b>109</b>
		<i>Jill C. Manning</i>	
		<i>Alan Parry</i>	
		Initial Formulation and Application of the Intervention	110
		Subsequent Applications of the Intervention	113
		Theoretical Possibilities: Space, Status, and the Struggle for Recognition	114
		Alternative Applications	117
		<b>Chapter 9. Young People and Adults in a Team Against Harassment: Bringing Forth Student Knowledge and Skill</b>	<b>121</b>
		<i>Aileen Cheshire</i>	
		<i>Dorothea Lewis</i>	
		<i>The Anti-Harassment Team</i>	
		Working As Adults with a Team of Young People	123
		Stepping Back As Adults	125
		Discovering Student Knowledge	126
		Passing on Student Mediation Knowledge	127
		Team Building	129
		Future Planning and Directions	130
		Trust	131
		<b>Chapter 10. Knowing-With: Moral Questions of Relationship</b>	<b>133</b>
		<i>Wally McKenzie</i>	
		First Vignette	136
		Second Vignette	138
		Third Vignette	140
		Final Thoughts	141
		<b>SUPERVISION AND TRAINING: RELATIONAL PRACTICES</b>	
		<b>Chapter 11. Countercultural Therapy: An Attempt to Match Pedagogy to Practice</b>	<b>145</b>
		<i>Kevin Fitzsimmons</i>	
		<i>Larry Zucker</i>	

<b>Chapter 12. Introducing Social Constructionist and Critical Psychology into Clinical Psychology Training</b>	<b>157</b>
<i>David J. Harper</i>	
Introduction	157
Contexts for Training	158
Practice Examples in Academic Teaching	159
<b>Chapter 13. Storying Counselors: Producing Professional Selves in Supervision</b>	<b>171</b>
<i>Kathie Crocket</i>	
Introduction	171
Counselor Author-ity in Supervision	172
Some Problems with Developmental Assumptions	175
Multiple Voices: Producing Possibilities for Practice	176
Sharing the Cloak: Relational Responsibility in Supervision	179
Stories for Action: The Work of Supervision	180
<b>Chapter 14. Power, Gender, and Accountability in Supervision</b>	<b>183</b>
<i>Heather Gridley</i>	
Historical Context	185
Mentoring or Monitoring?	186
Constructions of Power in Supervision	187
The Project	188
Findings and Discussion	189
Conclusion	195
<b>Chapter 15. Respectful Super-Vision: Avoiding Relational Violence</b>	<b>199</b>
<i>Robert Doan</i>	
Deconstructing Super-Vision	200
Our Supervision History/Herstory: Does It Have Anything to Teach Us?	201
Preferred versus Nonpreferred Supervisor Adjectives	204
More Questions to Consider	204
What Does All This Mean?	205
Concluding Remarks	210

## RESEARCH: EXPLORING FROM WITHIN— COLLABORATIVE RESEARCH PRACTICES

<b>Chapter 16. Meaningful Moments As Collaborative Accomplishments: Research from Within Consultative Dialogue</b>	<b>213</b>
<i>Tom Strong</i>	
Research As Conversation	214
Research and the Immediacies of Conversation	215
Conversation and the Yet-to-Be-Spoken	216
Conversational Research from Within	217
Variations on a Poetic Method	218
Some Ethical Caveats	221
Implications	223
<b>Chapter 17. “Acting-With”: Partisan Participant Observation As a Social-Practice Basis for Shared Knowing</b>	<b>229</b>
<i>Carla Willig</i>	
<i>John Drury</i>	
The Radical in Social Constructionism . . .	230
. . . And Some of Its Limitations	231
Relational Violence As a Structural Phenomenon	232
Partisan Participant Observation As an Attempt to Minimize Structural Relational Violence	234
Conclusion	237
<b>Chapter 18. Research and Solidarity: Partnerships for Knowing with Community Members</b>	<b>243</b>
<i>Isaac Prilleltensky</i>	
<i>Geoffrey Nelson</i>	
Research Partnerships for Solidarity	244
Values in Solidarity Research	246
Guidelines for Solidarity Research	250
Case Examples	253
Conclusion	256
<b>Glossary</b>	<b>259</b>
<b>Name Index</b>	<b>263</b>
<b>Subject Index</b>	<b>269</b>