Instructor Information
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Course Identification
Course Format: Hybrid
Course Location: Emmanuel College
In-Class Times: January 8, Feb. 12, Feb. 26, March 4, 11, 18, 25, April 1, 9:00-12:00 (attendance required)
Optional Class Time: January 15, 22, 29, Feb. 2
Prerequisites: EMP 1741 or equivalent

Course Description
This course explores the fundamental theory, assumptions, and practices of narrative therapy, a form of therapy developed in New Zealand and Australia in connection with indigenous people. Using a combination of online materials from the Dulwich Centre in Australia and class meetings during the regular semester, it explores the role of the therapist and the practice of therapy in utilizing narrative therapy techniques to address not only individual and family distress but also community and political structures of oppression. Narrative therapy explores with clients and communities how the structures of anti-oppression can be used for healing, and works with communities to empower them in their own healing.

Course Resources
Required Course Materials
The majority of the materials for this course are available for free on the Dulwich Centre website, the prime site for the development of narrative theory. See http://dulwichcentre.com.au. Students may access to additional resources through the Uof T Catalogue, https://search.library.utoronto.ca/details?11426174&uuid=246ae1f8-98f5-4548-89c2-b7bd2e1effe8

As the Dulwich Centre is located in Australia, it overcomes its potential isolation from the rest of the world by a very active online presence. I cannot improve on their materials, and by using their free
materials, the overall cost to the student of the class is lower than it might otherwise be. The Dulwich Centre also has a publishing program and offers many texts for purchase.

Additional note about the online course through the Dulwich Centre: The Dulwich Centre provides a free online course on narrative therapy with readings, videos, case studies, lectures and study questions. [https://dulwichcentre.com.au/courses/what-is-narrative-practice-a-free-course/](https://dulwichcentre.com.au/courses/what-is-narrative-practice-a-free-course/) They keep it updated, as it is one of their primary offerings to promote education in narrative therapy. The course is nine lessons long and students are expected to spend approximately two and a half to three hours to complete each lesson except the first and last lessons, accessing the variety of materials. Some take lessons are longer; a few are shorter. Lesson 1 is very short. Lesson 7 is very long so we have allowed a full week to complete it; lesson 9 is very short and will be completed in class. The Dulwich Centre provides an optional test at the end for those who complete the course and wish to have a certificate from the Dulwich Centre; their certificate costs $77 (Australian Dollar) and is not required of our students. (Our students may take this test should they find it useful for CPRO or future documentation.) Instead of taking the Dulwich Centre test, for the purposes of EMP 3561 HS students will do the module assignments and I will administer my own test on the online course.

Two out of seven memoirs/novels/nonfiction articles are required for the second 1/3 of the course. Many of these are available through the public library or on overdrive, so are also potentially free to the student:

Pamela Couture, *We Are Not All Victims: Local Peacebuilding in the Democratic Republic of Congo*. Lit Verlag, 2016. This book is by far the longest of the books and is available from the publisher in PDF format for a reduced price.

Course Website(s)

- Quercus: [https://q.utoronto.ca/](https://q.utoronto.ca/)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at [https://q.utoronto.ca/](https://q.utoronto.ca/) and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you’ll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: [https://community.canvaslms.com/docs/DOC-10701](https://community.canvaslms.com/docs/DOC-10701). Students who have trouble accessing Quercus should ask Emmanuel College Main Office (E-mail: ec.office@utoronto.ca) for further help.


Course Learning Objectives/Outcomes

BD Level: Emmanuel College
Students successfully completing this course will be able to demonstrate the following learning outcomes.

- **Context and Culture:** Students will be able to identify, explore and analyze the theories and practices that narrative therapy employs to honor cultures and work for healing within them.
- **Spiritual/Vocational Formation:** Attend to the spiritual development and well-being of self and others.
- **Practices of Area of Specialization:** Demonstrate knowledge of theories and practices relevant to leadership in their own area of specialization.

CRPO Competencies: 1.2; 1.5 abe; 2.1 abcef; 2.2 a; 2.3; 5.1 abc

<table>
<thead>
<tr>
<th>1.2 Work within a framework based upon established psychotherapeutic theory.</th>
<th>The online work seeks to develop narrative therapy as a framework within which the student can operate; the review of principles and practices through literature assists the student to further develop that framework in “case” situations; the research project is designed to help students understand the use of the framework with diverse populations.</th>
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<tbody>
<tr>
<td>a: Integrate the theory or theories upon which the therapist’s practice is based.</td>
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<td>b: Integrate knowledge of how human problems develop, from the viewpoint of the therapist’s theoretical orientation.</td>
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<td>c: Identify circumstances where therapy is contraindicated.</td>
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<td>d: Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</td>
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<td>e: Establish a therapeutic relationship informed by the theoretical framework.</td>
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<td>f: Integrate a theory of change consistent with the therapist’s theoretical orientation.</td>
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<tr>
<td>g: Integrate knowledge of the impact of trauma on psychological functioning.</td>
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| 1.5 abe: Integrate knowledge of human diversity; recognize how oppression, power and social injustice may affect client and therapeutic process; identify culturally relevant resources | Through reading Dulwich Centre materials and memoirs of diverse people |

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Course Syllabus Template
Up-dated: August 2016
2.1 abcdef: use clear and concise written, oral, and electronic communication; communicate in a manner appropriate to the recipient; use effective listening skills; differentiate fact from opinion; recognize and respond appropriately to nonverbal communication

Unit 1: In answers to reflection questions; Unit 2: in discussion of memoirs; Unit 3: in research papers.

2.2 a: show respect for others.

In oral and written presentation; this is a goal across Emmanuel College pedagogy

2.3 Create and sustain working relationships with other professionals encountered in practice; create and sustain working relationship with colleagues of diverse socio-cultural identities; initiate intercultural professional practice

Professional colleagueship will be practiced online and in seminar discussions.

5.1 abc: Read current professional literature relevant to practice area; access information from a variety of current resources; analyze information critically.

Research practice and current professional literature will be emphasized in the research paper.

Graduate (AD) Level

The Graduate Studies Council (previously Advanced Degree Council) has developed detailed statements of “learning outcomes” for each of the advanced degree programs (ThD/PhD, MA and ThM). They are available as appendices in the respective Handbooks. “Learning outcomes” have to do in part with the level of knowledge and skill that will be characteristic of a typical graduate of the program. In accordance with this overall statement, instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide one of the benchmarks for evaluation and grading.

<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>COURSE ELEMENT</th>
<th>PROGRAM OUTCOMES</th>
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<tbody>
<tr>
<td>By the end of this course, students successfully completing, will have acquired the following levels of knowledge:</td>
<td>This outcome will be achieved through these course elements:</td>
<td>ThD/PhD: 1.1; 1.2</td>
</tr>
<tr>
<td>• familiarizing themselves with and critically evaluating the</td>
<td>• unit 1 online course; essay answers to questions; final quiz</td>
<td>ThM I: 1.2</td>
</tr>
</tbody>
</table>
| Fundamentals of Narrative Therapy | • ThM II: 1.2  
| • MA: 1.2 |
| Analyzing the above fundamentals in relationship to the healing process | • unit 2; analyzing stories of people suffering distress as a result of various oppressions; discussion, self-monitoring and class participation | • ThD/PhD: 1.1; 1.2  
| • ThM I: 1.3  
| • ThM II: 1.2  
| • MA: 1.3 |
| Ability to use scholarly skills to research, critically analyze, and write about a specialized topic in narrative therapy | • lectures (section 3)  
| • final paper | • ThD/PhD: 1.1, 1.2  
| • ThM I: 1.3  
| • ThM II: 1.2  
| • MA: 1.3 |

### By the end of this course, students successfully completing, will have had an opportunity to demonstrate and enhance their level of ability in the following areas:

- The use of a library and the construction of a bibliography
- Scholarly skills:
  - Clear and effective communication in both oral and written forms;
  - The construction of a logical argument;
  - The making of informed judgments on complex issues;
  - The use of standard conventions of style for scholarly writing.

This outcome will be achieved through these course elements:

- Final paper
- Online discussions seminars
- Final paper

This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:

- ThD/PhD: 2.2.3  
| ThM I: 2.2.4  
| ThM II: 2.2.3  
| MA: 2.2.4 |

### Evaluation

#### Requirements

The final grade for the course will be based on evaluations in three areas.

1. **Two small quizzes, practice assignments and the final quiz will cover this content and provide the numerical grade. (40%)**

   You will complete the online course, as documented by the online quizzes, individual assignments, assignments with your small group, or contributing to large group discussion on Quercus. If the module has a quiz, students will be allowed two attempts at the quiz, as
the quiz is designed to function as a worksheet for reading. Most modules include reading and a “practice assignment” designed to help the student learn the practice being talked about. I have tried to estimate how much time each module should take for reading and the practice assignment: most modules will take 2 ½-3 hours and be completed at the rate of two modules a week. Each student will receive 50 points for completion of the practice assignment for each module. The final online quiz is designed so that if you have been conscientious about your work in the online course and contributed fully, you will be able to complete the online quiz based on a short review. It is a timed quiz for which you are allowed two hours.

The total number of points for the online portion will be adjusted so that 100 percent of points = 90 percent on the TST grade scale.

**Note:** you cannot submit a module late as many assignments are group assignments. Each module will be released on a Wednesday or Saturday and closed one week later. If you have a verifiable medical emergency and cannot complete an assignment or contribute to your group, you will need to negotiate an alternative assignment.

Lesson 1 on Welcome and Lesson 2 on The Narrative Metaphor—Individual Worksheet and Quiz—to be completed between January 8 and 15.

Lesson 3 on Externalizing Conversations—Group Assignment—to be completed between January 11 and 18.

Lesson 4 on Documents and Audiences—Group Assignment—to be completed between January 15 and January 22.

Lesson 5 on Collective Narrative Practices and Innovation Projects—Individual Project—to be completed between January 18 and January 25.

Lesson 6 on Histories—Individual Worksheet and Quiz—to be completed between January 22 and January 29.

Lesson 7 on Critical Thinking—Individual Assignment and Small Group discussion—to be completed between January 29 and February 5.

Lesson 8 on Collaboration and Accountability—Small Group project and Large Group discussion—to be completed between February 5 and February 12.

Lesson 9 on Beginning to Use Narrative Practices—we will complete this lesson in class on February 12. You might look at the questions that are listed on the lesson as a guide for where our discussion will begin. If you are a practicing therapist, Alice Morgan’s article describing the way that she incorporated Narrative Practices into her ongoing psychotherapy practice may be useful reading.

**Final online quiz: complete in any two-hour block between February 12 and February 16.**
This is the online graded course assignment due schedule.

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<th>Sunday</th>
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<tr>
<td>January 5</td>
<td>6</td>
<td>7</td>
<td>8 Lesson 1, 2 begins</td>
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<td>10</td>
<td>11 Lesson 3 begins</td>
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<td>12</td>
<td>13</td>
<td>14</td>
<td>15 Lesson 4 begins Lesson 1, 2 Due</td>
<td>16</td>
<td>17</td>
<td>18 Lesson 5 begins Lesson 3 Due</td>
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<td>19</td>
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<td>21</td>
<td>22 Lesson 6 begins Lesson 4 Due</td>
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<td>26</td>
<td>27</td>
<td>28</td>
<td>29 Lesson 7 begins Lesson 6 Due</td>
<td>30</td>
<td>31</td>
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<td>February 2</td>
<td>3</td>
<td>4</td>
<td>5 Lesson 8 begins Lesson 7 Due</td>
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<td>8</td>
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<td>9</td>
<td>10</td>
<td>11</td>
<td>12 Lesson 8 ends; Lesson 9 in class</td>
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<td>14</td>
<td>15</td>
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<td>16 Reading Week Online course completion due</td>
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(Please see description of online course above and below for more details.)

(2) **Presentation of one memoir (10%)**

On February 26 students will present one memoir from the list above with reference to the theory and practice of narrative therapy learned in the online module. Students should be prepared to discuss questions such as: **How is the protagonist an expert of their own life? How does the protagonist develop a problem story, and how is the protagonist made whole through an alternative story?** What is the role of culture, society and communities in these stories? What is the role of spirituality, religion and the sacred in these books, and how do they contribute to the problem or alternative story?

On the basis of these presentations, students will choose one additional book to use as the basis of their research paper and presentation on March 25. The proposal for that paper—memoir and theory—is due on March 4.

(3) **Class participation, self-evaluation form (20%)**

On class participation self-evaluations, I ask questions such as:

Preparation—how fully did you read the texts and articles listed for the class session? Please note percentage and comments below.
Preparation—how fully did you engage the written assignments outside of class?
Participation in class—in what ways did you contribute to the knowledge generated in the community of learning?
Participation in class—what did you learn from the community of learning that you could not have learned from reading texts?
Overall—what would you consider the strengths and areas for growth of your participation in the community of learning?
Based on your thoughts as you consider participation in the above, what numerical grade would you assign to your class participation, using the TST grade scale and criteria?

(4) Final paper (30%)
A substantial scholarly case study (15 pages) on a subject within narrative therapy. The student should begin with the analysis of one of the novels/memoirs discussed in class and then interpret the case using relevant materials from the Dulwich Centre website AND elsewhere. The paper will be presented in poster form to the entire class as a special topic. As you do the online course, watch for and take note of topics in the side bars that might be of interest to you for this paper. The additional resources are a great place to start. A draft of the paper will be due one week before the final due date, largely to give you a chance to clean up any writing errors that we identify. If your final paper is graded an A at that time, you will not need to resubmit.

<table>
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<tr>
<th>Feb 23</th>
<th>24</th>
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<th>26 (Wednesday) Presentation of first memoir</th>
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<th>29</th>
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<td>March 1</td>
<td>2</td>
<td>3</td>
<td>4 Proposal for research paper memoir and theory due</td>
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<td>22</td>
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<td>24</td>
<td>25 Draft of final paper due; poster presentation in class</td>
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Grading System

A+ (90-100)
A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD and AD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Potential penalty for missing major deadlines will be a ten point deduction (equivalent to one letter grade) from the grade of the assignment. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should
be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?id=4871. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Furthermore, be sure to set up quercus so that you get notification of class announcements. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students should be sent from a utoronto email address or through quercus. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Format of papers: Papers should be submitted in Times New Roman or Calibri, 12 pt. font, double spaced, with one-inch margins, with the student’s name in the header on every page. Title pages are necessary only on formal research papers.

Attendance: For the online portion of the course, we will form small groups during the first class session. These groups will be organized according to student preference for doing projects in class or online for the online section of the course.

On the first day and beginning on February 12, class attendance is mandatory. We will be engaging in narrative therapy practices that cannot be completed outside of class. If students will be late they must email the instructors; if they are ill but not incapacitated, they may skype into the class; if they are ill and incapacitated, or for other documentable reasons they will be absent, they will need to negotiate make up work with the instructors. Students with
unexcused absences may have their final grade reduced by up to five points per unexcused absence. Students who miss three classes may fail the class, regardless of other work completed.

**Course Schedule**

**Unit 1: Fundamentals of Narrative Therapy**

*January 8, 2019*

**Introduction to Narrative Therapy**

*January 8-February 5: The course will be conducted online during the month of January, to be completed by February 19. Students will be assigned to groups of four-five for the purposes of online discussions and working together.*

In the first month of the course, students are required to complete the online course, “What is Narrative Therapy,” at the Dulwich Centre website, [http://dulwichcentre.com.au/courses/what-is-narrative-practice-a-free-course/](http://dulwichcentre.com.au/courses/what-is-narrative-practice-a-free-course/)

The course covers the fundamental of narrative therapy in nine lessons:

1. Welcome;
2. The Narrative Metaphor;
3. Externalizing;
4. Documents and Audiences;
5. Collective Narrative Practices and Innovation Projects;
6. Histories;
7. Critical Thinking;
8. Collaboration and Accountability; and
(See materials in bibliography for examples of the materials of the course.)

We also recommend that students review the essays assigned in EMP 1741 (posted on Quercus) and consult:

Michael White’s *Maps of Narrative Therapy*, Norton 2007 (on reserve in the library) to make the most of this section of the course.

At the completion of the first unit, students will complete an online test on this material. It is expected that students will spend roughly 2-3 hours per module and that this material constitutes one half of the course.
Unit 2: Using the Theory and Practice of Narrative Therapy

In this section of the course, students will continue to develop narrative therapy skills and read two out of seven memoirs or fictional accounts of people suffering traumatic effects from a form of oppression in the culture in which they live.

February 12
We will begin this class with the discussion questions from the final module of the online course. By February 12, students should choose one of the seven books to present to colleagues on February 26.

February 19: Reading week, no class

February 26
Students will come to class prepared to present these books with reference to the theory and practice of narrative therapy. Students should be prepared to discuss questions such as: How is the protagonist an expert of their own life? How does the protagonist develop a problem story, and how is the protagonist made whole through an alternative story? What is the role of culture, society and communities in these stories? What is the role of spirituality, religion and the sacred in these books, and how do they contribute to the problem or alternative story? On the basis of these presentations, students will choose one additional book to use as the basis of their research paper and presentation on March 25.

While students are reading and researching outside of class, we will engage in exercises during class that practice:

March 4
Externalizing Conversations
- Double Listening Exercise
  - Problem Story vs Alternative Stories (Preferred Stories)
- Deconstructing Questions Exercise
  - Naming and Externalizing

Required Reading: Chapter 1 “Externalizing Conversations” in Maps of Narrative Practice

March 11
Re-Authoring Conversations
- Re-Authoring Conversations Exercise

Required Reading: Chapter 2 “Re-Authoring Conversations” in Maps of Narrative Practice

March 18
Re-Membering Conversations
- Re-Membering Conversation Exercise

Required Reading: Chapter 3 “Re-Membering Conversations” in Maps of Narrative Practice

March 25 and April 1
Research paper and poster presentation to class of book research based on one of the seven books, above.

Students will produce a research paper on narrative therapy on a topic of their own choosing, delving into the topics on the Dulwich Centre web site. Students will write a paper proposal that is due on March 4, will present draft of their paper and a poster based on the research on March 25, and final papers are due April 1. The paper will include a case study based on any the second class memoirs the student has read, analysis, and research on narrative therapy (beyond what is in the online course) both on AND beyond the Dulwich Centre website. **The written paper should be 13-15 pages plus endnotes and bibliography.**

**Readings:**
Richard Wagamese, *Indian Horse* Vancouver: Douglas and MacIntyre, 2012. *(fiction)*

(See example in bibliography using *Hamlet*).

**April 1**

4. **Definitional Ceremonies**
   - Outer Witness Practices

**Required Reading:** Chapter 4 “Definitional Ceremonies” in *Maps of Narrative Practice*

After completing this unit, students will complete a guided self-evaluation of their participation in the reading, evaluating, and discussion of the books. See sample questions in “evaluation” section.

**Bibliography**

**General Bibliography:**
The Dulwich Centre attempts to keep a full bibliography of books, articles and videos on narrative therapy. It has 429 books on narrative therapy on various topics for sale; see [http://www.narrativetherapylibrary.com/bibliography](http://www.narrativetherapylibrary.com/bibliography) and [http://www.narrativetherapylibrary.com/publications.html](http://www.narrativetherapylibrary.com/publications.html). For example:


J. Christopher Hall. *A Narrative Case Study Of Hamlet And The Cultural Construction Of Western Individualism, Diagnosis, And Madness.* 2016. Adelaide: Dulwich Centre.


The Dulwich Centre has provided many free articles and videos about narrative therapy. The following are recommended by other students as particularly helpful:

**Narrative Therapy: Introduction**
Where did it all begin? | Cheryl White

Reflections on the legacies of Michael White: An Australian perspective by David Denborough

What is Narrative Therapy by Alice Morgan

“This dot exercise from Jill Freedman and Gene Combs was animated by Will Sherwin to help you visualise the Narrative Therapy concept of ‘multi-storied lives’.”

“The Danger of a Single Story” by Chimamanda Adichie
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

A booklet written by people with mental illness. Very enlightening.

Writing on the Mind – the power of story telling, All in the Mind, ABC Radio National, broadcast 1 October 2005. (Michael White)

Michael White’s Workshop Notes -

**Collective Narrative Practices & Projects**
Community song writing and narrative practice’ by David Denborough

Life Saving Tips from Young Muslim Australians
There are about 12 different videos shared by different young Muslim individuals. For link to each story one need to click the link “next” at the bottom of page.

“Ncazeloo Nucbe-Mlilo is a Zimbabwean psychologist and narrative therapist living and working in South Africa. Here, she introduces the ‘Narratives in the suitcase’ project which seeks to use journey metaphors and creative documentation to assist child refugees”


Decolonising Identity Stories by Tileah Drahm-Butler


**Therapeutic Documents in Narrative Practice.**

“Rescuing the said from the saying of it” by David Newman

Dancing with Death by Lorraine Hedtke

**Externalising**

“This is a story of ‘Sugar’ by Aunty Barbara Wingard. It’s a story about trying to find new ways of working, of trying different things and taking new steps.”
Link to article can be found at http://dulwichcentre.com.au/lessons/externalising/

“This short film gives helps us visualise what ‘externalising’ problems can look like and make possible.”
“I had a black dog, his name was depression.”

Externalising – commonly-asked questions Co-ordinated by Maggie Carey & Shona Russell

**Trauma**


**Videos**

Video presentation by Amanda Worrall
“This presentation tells the story of how June and Amanda found ways to use externalising conversations to name and speak about social paranoia (SP). It also describes the ways in which these conversations enabled June to reclaim her life from the effects of paranoia.”

Other Bibliography:

