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Nota di contenuto	Intro -- Foreword -- Acknowledgements -- Contents -- About the Authors -- Abbreviations -- List of Figures -- List of Tables -- List of Boxes -- Part I: Theoretical Context -- 1: Systems Within Systems: Families in Society -- Introduction -- Language and Communication -- Stigma -- Labelling -- Pathology -- Social Meta-Narratives -- Ecological Systems Theory -- Family Systems Theory -- The Construction of Reality Within Family Systems -- Research Data -- About Our Projects -- Analytic Approaches -- Introductory Examples of Discursive Analysis of Family Systems -- Author Positionality -- Final Thoughts -- References -- 2: Family Dynamics and Constructs -- Introduction -- What Constitutes the Family? -- The Social Construction of the Family -- Sociology of the Child -- Vulnerability and Resilience Factors in the Family -- Disruption and Resilience -- Vulnerability Factors -- Working with Families in Mental Health -- Final Thoughts -- References -- 3: Forming and Maintaining Good Relationships -- Introduction -- The Therapeutic Relationship --

Establishing and Maintaining Alignment -- Language and Active Listening -- Alignment Through Professional 'Gossiping' -- Alignment Through Extreme Case Formulation -- Rupture -- Inattention -- Disruption -- Resistance -- Discontinuity -- Pre-empting -- Performing -- Picking up -- Taking Responsibility for Rupture Management -- Interruptions -- Power and Asymmetry -- Members Interrupting: Children -- Members Interrupting: Practitioners -- Final Thoughts -- References -- Part II: Engaging Children -- 4: Designing Questions with Children -- Introduction -- The Value of Questions and the Importance of Question Design -- Different Ways of Using Questions -- Closed Questions -- Wh-Prefaced Questions -- Declarative Questions -- Tag Questions -- Either/Or Questions -- Summarising Thoughts.

'Why Are You Here?' Questions -- Using Why Questions -- The Miracle Question -- You Said Prefaced Questions -- Circular Questions -- Final Thoughts -- References -- 5: Using Creative Activities with Children -- Introduction -- Subjective Units of Distress -- Stress Bucket -- Using Symbols and Archetypes -- A Shift to Digital -- Incorporating Creative Approaches Online -- Final Thoughts -- References -- 6: Children's Competence -- Introduction -- Situated Interactional Competence -- The Knowledge Continuum -- Institutionally Situated Linguistic Competence -- Competence to Report One's Own Motivations, Feelings and Thoughts -- Knowledge of the Feelings and Thoughts of Others -- Negotiated Competency Expectations -- Final Thoughts -- References -- Part III: Attending to the Different Needs of Family Members -- 7: Managing Age-Appropriate Conversations with Children Present -- Introduction -- Appropriate Topics of Conversation -- Talking About the Child, with the Child Present -- Negotiating Time with Parents and Children Separately -- The Value of Separation -- Techniques for Separation -- Final Thoughts -- References -- 8: Avoiding Shame and Blame -- Introduction -- Identity Construction and the Role of the Good Parent -- Parent Blaming -- Managing Responsibility and Blame -- Virtue Signalling and Identifying as a Good Parent -- Final Thoughts -- References -- 9: How to Talk About Risk -- Introduction -- How to Have a Conversation About Risk -- Harm to Self -- Incremental -- Normalising -- Harm to Others -- Harm from Others -- Risk of Harm to Self, Others and from Others Online -- Safeguarding -- Child Protection -- Vulnerable Adults -- Confidentiality Breach -- Responsibility and Boundaries -- Final Thoughts -- References -- 10: Using Naturally Occurring Data for Professional Development -- Introduction.

Using Recordings of Naturally Occurring Activities -- Pragmatics of Recording Conversations with Families -- Using Online Modalities -- In the Clinic Versus on the Go -- Asking the Family to Record Events in the Home Environment -- Using Naturally Occurring Text-Based Documents -- Clinical Notes -- Referral Documents -- Progress and Outcome Reports -- Using Naturally Occurring Data for Supervision -- Using Reflective Interventionist Conversation Analysis (RICA) -- Final Thoughts -- References -- Appendix: Jefferson Transcription - Overview of Symbols Used -- Index.

Sommario/riassunto

This textbook highlights the particular complexities of working systemically with couples and families with children. It is designed to be student and practitioner oriented by drawing on real world examples of therapeutic encounters in mental health settings to illustrate how theory can inform practice. Good communication is the cornerstone of good clinical practice and is foundational for building therapeutic alliance. Although therapists and counsellors are often highly skilled in their therapeutic modalities, this book offers additional practical

suggestions about how families engage in social actions and positioning themselves and others in their talk. The book also takes wider micro and macro ecological systems within which systemic psychotherapists and counsellors work into account and consider the ways that these larger social influences are experienced within institutional discourses. This unique book will be a valuable resource across a broad spectrum of professions and researchers, including counsellors, psychotherapists, family therapists, psychiatrists, nurses, play therapists, speech and language therapists, and mental health social workers.
