# MAKING THE INVISIBLE VISIBLE

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and

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# WHO ARE WE?

# WHO ARE YOU?

Tell us a little about who you are:

- What brought you to this workshop?
- Are you a Supervisor? A Student?
- What are you hoping to achieve during this time?

# OUR ABILITY TO SEE WHAT WE DIDN'T KNOW

- https://www.youtube.com/watch?v=36lZPqL8y3Q
- https://www.youtube.com/watch?v=2phCqQxNRkA

# THINKING OUTSIDE THE LINES

- Ability to create without borders
- Ability to make their visions become a reality for others
- Ability to make what was not seen be seen

# THERAPISTS AS ARTISTS

- How do we “do art” as a therapist?
- How do we “do art” as a supervisor?

# POSSIBILITIES

- What if we…..
  - provided you with a way to construct a view of the client system?
  - what if that view was a “3D” view of the complexities of that client system?

# WORKSHOP OBJECTIVES

- Explore student difficulties with thinking systemically
- Explore previous attempts - how to think about systems
- Review new visual tool that enables systemic thinking
  - Easy to use, easy to read, easy to share with clients

# STUDENT DIFFICULTY WITH SYSTEMS

- Talk pathology rather than holistic view
  - "the client's depression is causing her to retreat from daily life"
- content vs. process
  - "then the client said that he didn't understand why his wife was so depressed"
  - "then the client said that he wanted things to change for her"
  - "then the client said that he does not know what he should do to help her"

- What do you do to move from content to process?
- How do you explain to another person the steps to move towards process?

# THERAPIST/SUPERVISOR ROLE….

**Previous Attempts**

at

MAKING THE INVISIBLE VISIBLE

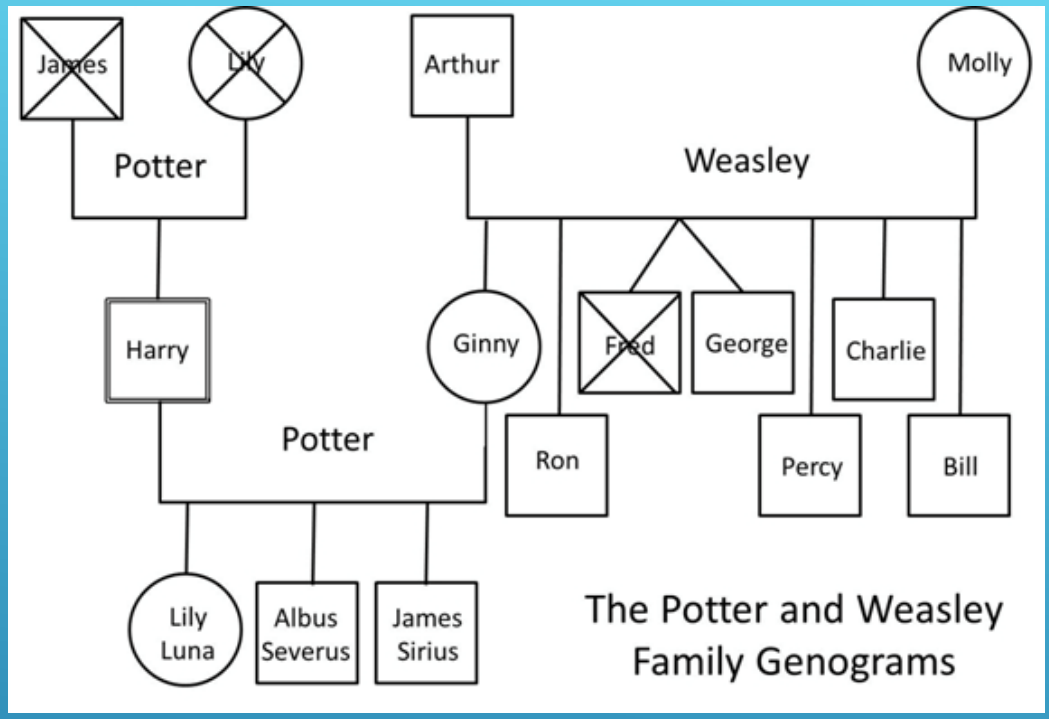
# WHAT THE RESEARCH SAYS

- About 66 percent of US adults are primarily visual learners (Gaytan & McEwen, 2007).

- The brain is hardwired to organize data visually according to the Gestalt principles of simulation, proximity, continuation, and symmetry (Sternberg, 2006).

# GENOGRAM

- Grounded in Bowen Theory: the "underlying emotional processes in the family."
- Champion: Monica McGoldrick
- Long been used as a tool for therapy – assessment & intervention.



# GENOGRAM'S ADAPTATIONS

- Support even post-modern therapy (e.g., Solution Focused (Weiss, *et. al*, 2010)
- Map cultural influences (Hardy & Laszloffy, 1995)
- Map sources of professional identity (Magnuson, 2000)
- Adjunct to qualitative research (Rempel, Neufeld, and Kushner, 2007)

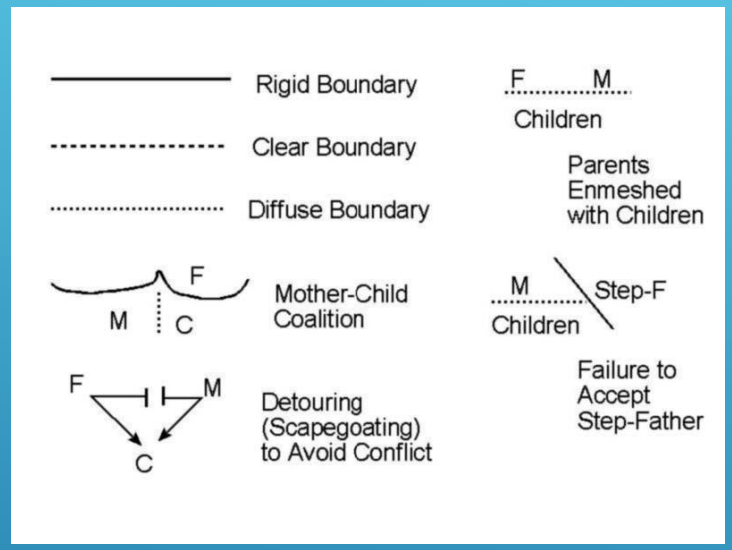
# GENOGRAM ANALYSIS

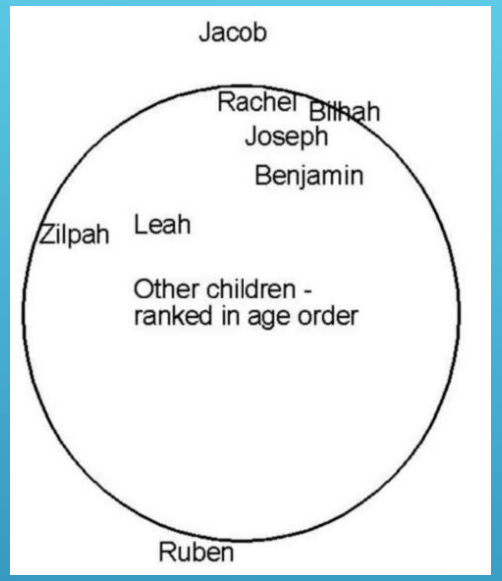
Pros

- Well established in the field.
- Proven adaptability to a variety of settings and theories, not just Bowen.
- Symbols are easy to learn; clients seems to "get it" quickly.
- Others?

Cons

- Linear
  - Time sequence, top to bottom
  - Causality
- Static
  - "A snapshot in time."




# STRUCTUREGRAMS

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## Pros

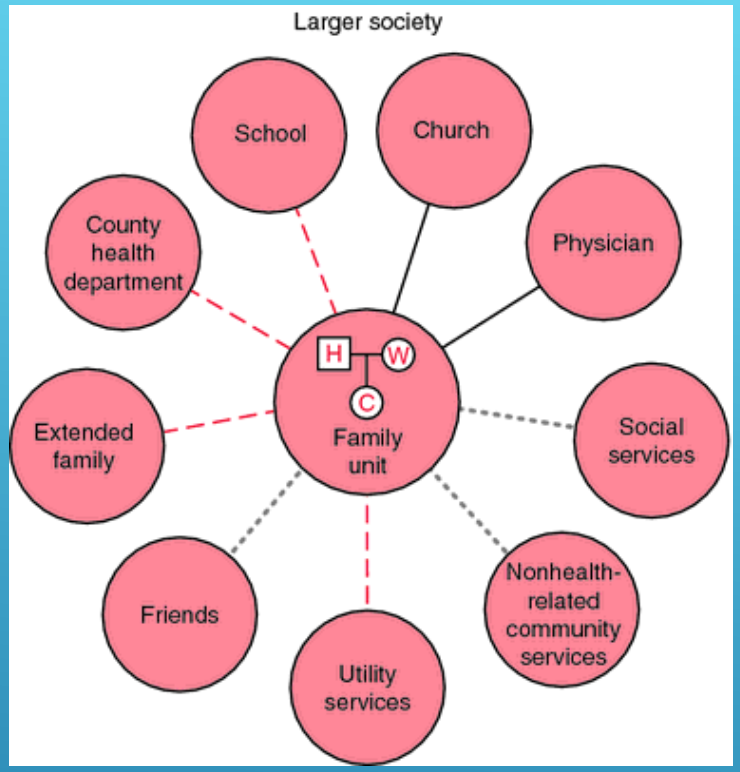
- Quick, easy to draw
- Graphically represent complex relationships
- Great for helping students learn Structural theory
- Easily fit in therapist's notes
- Less linear than Genograms; the structures are assumed to be ongoing

## Cons

- They are primarily intended for the therapist
- Like Genograms, they are flat ("a snapshot in time)

# ECO-MAPS

- Created in 1975 to help sociology students visualize the needs of their clients (Hartman, 1978)
- Focus is on the clients' sources of strength & perception of the strength of those sources.



# ADAPTATIONS OF ECO-MAPS

- Help sociology fieldwork students visualize the influences acting on them in field work
- As an adjunct to qualitative research
  - Using eco-maps combined with genogram gives richer results than either tool alone (Rempel, Neufeld, & Kushner, 2007)

# ECO-MAPS

## Pros

- Do create visual impact
- They are easy to draw
- They help clients (and students) visualize the larger picture
- Does allow for bi-directional flow of influence
- Less culturally framed than genograms; adaptable to more cultures

## Cons

- Static; they show what is, without a guide for change
- Emphasis on perceived sources of social support. Leaves much of human experience out
- Not as well recognized or employed outside of sociology circles

# OTHER, LESS WELL KNOW STYLES

- Node link mapping (looks like a flowchart)

  -Czuchary, *et. al.* (2005, 2006, 2009) – helps therapist & client visualize the relationship between statements

  -Result: both client & therapist can better visualize process of therapy

- Timberlake (2014) – a more literal depiction (stick figures).
  - Helps client to shift to an observer stance and thus see things in a new way

- Weigel and Ballard-Reisch (2014) mapped the ways couples express their commitment to each other
- Gabb and Singh (2015) employed colored stickers to map emotional tone in various rooms of the house
- Brimhall, Gardner and Henline (2003) used enactment scaffolding to enhance the effectiveness of narrative therapy

# OTHER STYLES - 2

# WRAPPING IT UP

- Visual representation has consistently been shown to be effective
- The more free-form, the more the client gets personally involved
- Talk therapy, and talk supervision, need visual support

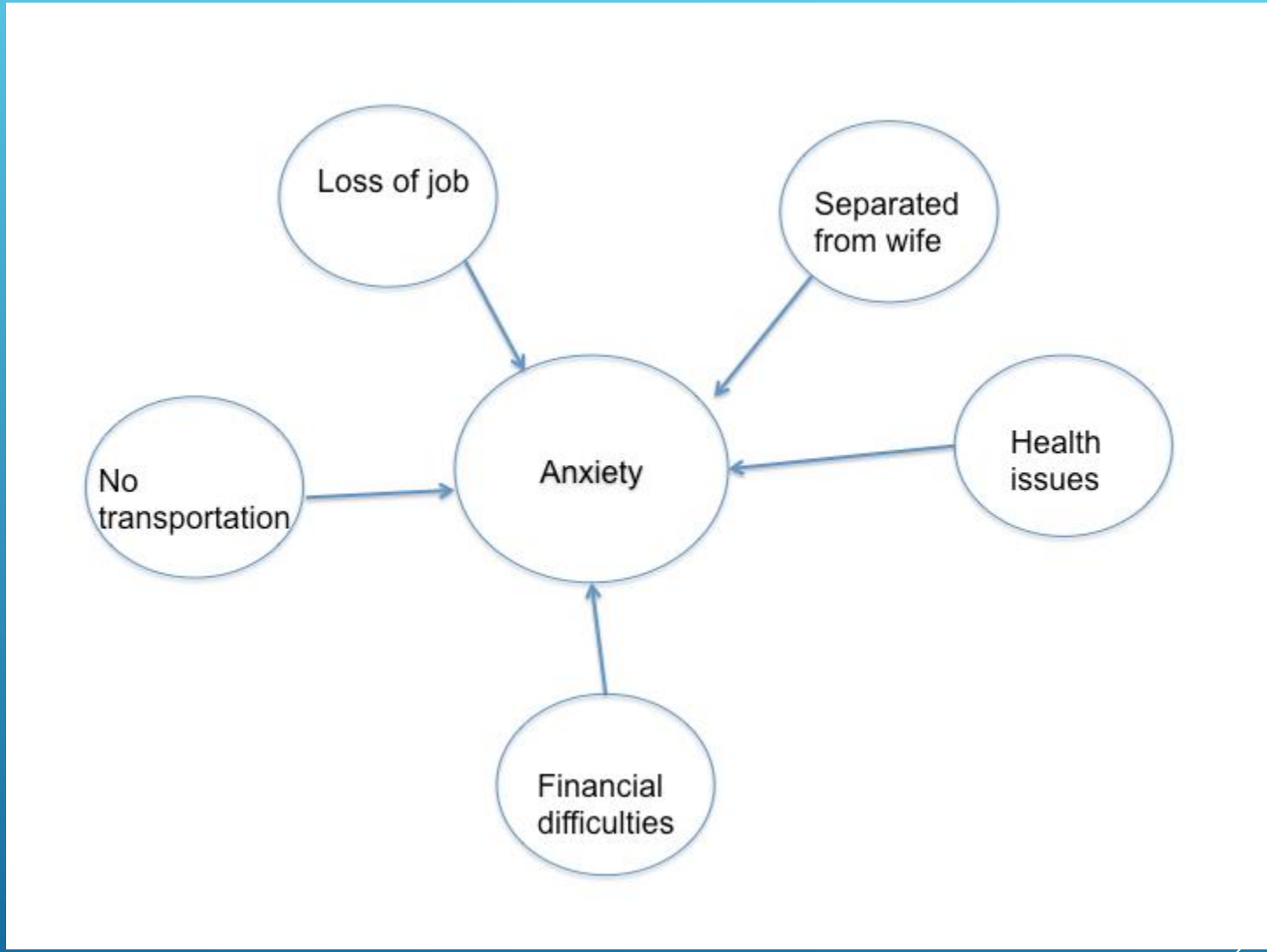
# The development of a new tool

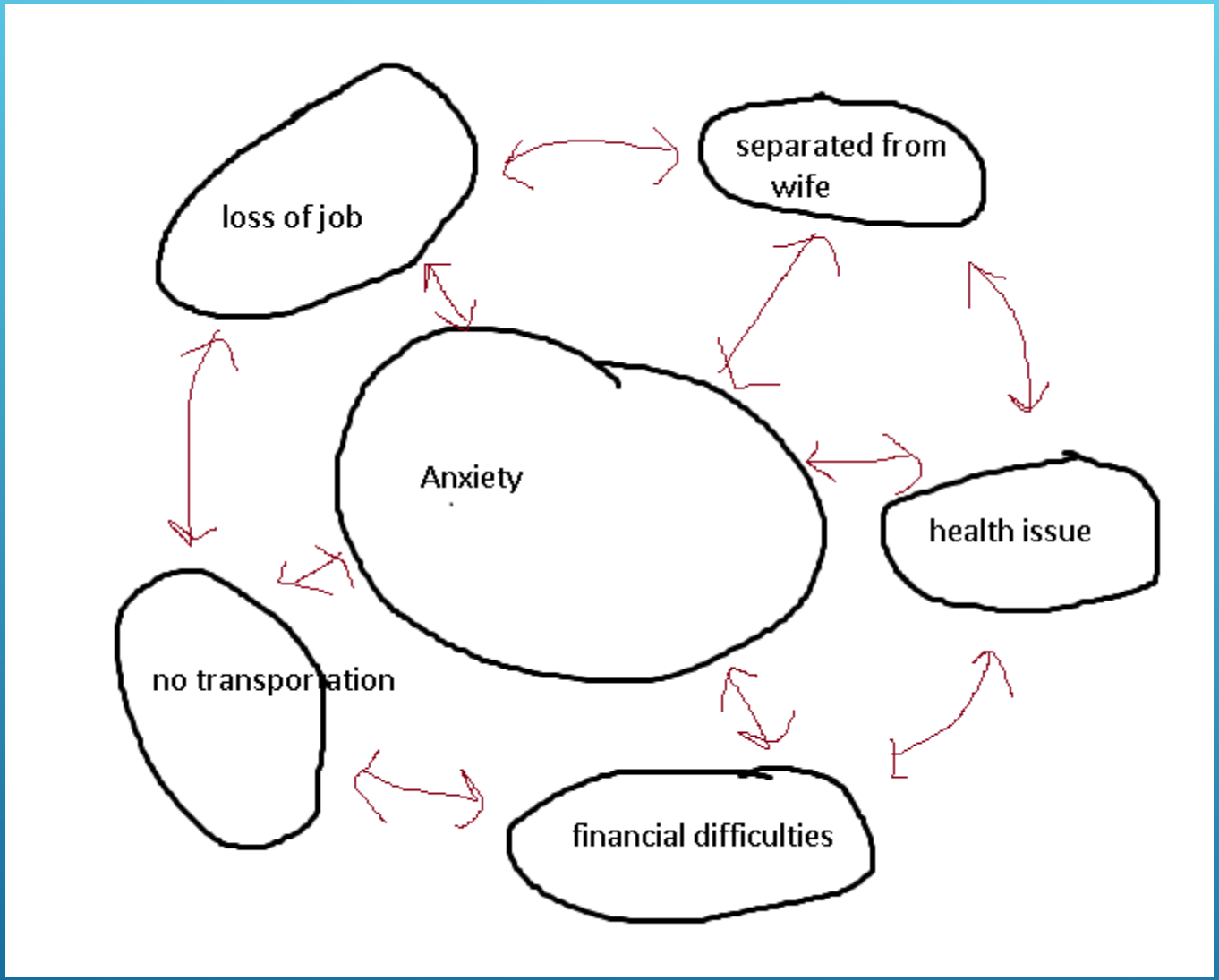
- My role as Supervisor Candidate
- My passion for supervision
- My attempt to move students away from content
- Bringing it to supervision of supervision

# OUR VISUAL TOOL

# THE UNPACKING OF THE SUPERVISION TOOL

# FUNCTIONAL MAPPING


Loss of job
Separated from wife
No transportation
Anxiety
Health issues
Financial difficulties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HTTPS://YOUTU.BE/BZDL8C1KACC

3:14 – SELF-OF-THE –THERAPIST
7:56 – CLIENT CASE

# Supervision Tool

# EXAMPLE – HOW IT WORKS

Case Example:

-“Barbara” – married, middle aged woman, rather successful in all spheres of life

-Good knowledge of drugs and their effects

-started abusing pain medication

-combining them with alcohol

-”hit bottom” - caught stealing prescription pain meds

-employment terminated

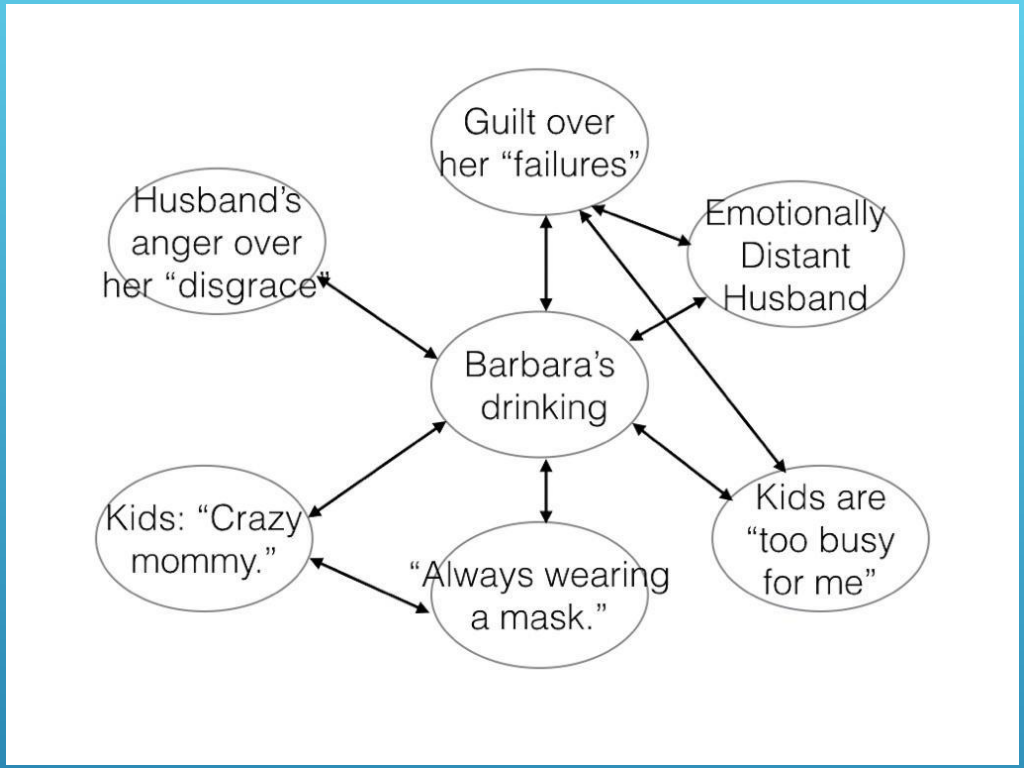
-scandal in her community

-family unsupportive

-Came to therapy feeling hopeless and guilty

-Theme – "you should have known better"

-Function Map Reveals - NOT about what she should have known but rather the function of alcohol in the family system




# FUNCTION MAP EXAMPLE

# APPLY THE MODEL

- THINK OF A CASE – CURRENT OR PAST -

# STUDENT REFLECTION

- Video - depicts a student reflecting on her experience with **Functional Mapping**

- Erika – recent graduate of Northcentral University – NCU

https://youtu.be/1gL5g9i83p0

# Student Reflection (9-2015)

This idea was brought up during one of my group supervision presentations about a client that had so much going on, I struggled with knowing where to begin to address all the concerns this client was presenting. Going through this systemic mapping process was extremely eye opening and really helped me to understand the connections between the presenting issues. Including how the different concerns intertwined and amplified what the client was experiencing.

During my next session with this client, I went over the mapping process and the client was also able to see the connections. After that discussion, the client and I were both in a better position to understand the bigger picture as well as break the bigger picture down into much smaller pieces and develop attainable goals in which the client wished to accomplish. The mapping processes felt like putting the final pieces into a puzzle allowing for a clear picture to be presented.

# STUDENT RESPONSE TO FUNCTIONAL MAPPING

- It's always hard to rise above content into process, especially as the blizzard of information multiplies in conversation with clients. Often I don't have a lot of time to think deeply about my clients between appointments in order to recognize process within content. Functional mapping (FM) is a simple method that allows me to keep the many confusing threads of the client's life in front of me at once, without getting overwhelmed or accidentally overlooking something. FM is as easy to use as a doodle, but quickly process appears in clear relief from the fog of content details.
- (4-2016)

Video – supervisors reflect on their experience with **Functional Mapping in Supervision**

https://youtu.be/zT_eLEqu4PI

# SUPERVISOR REFLECTION

# Q & A