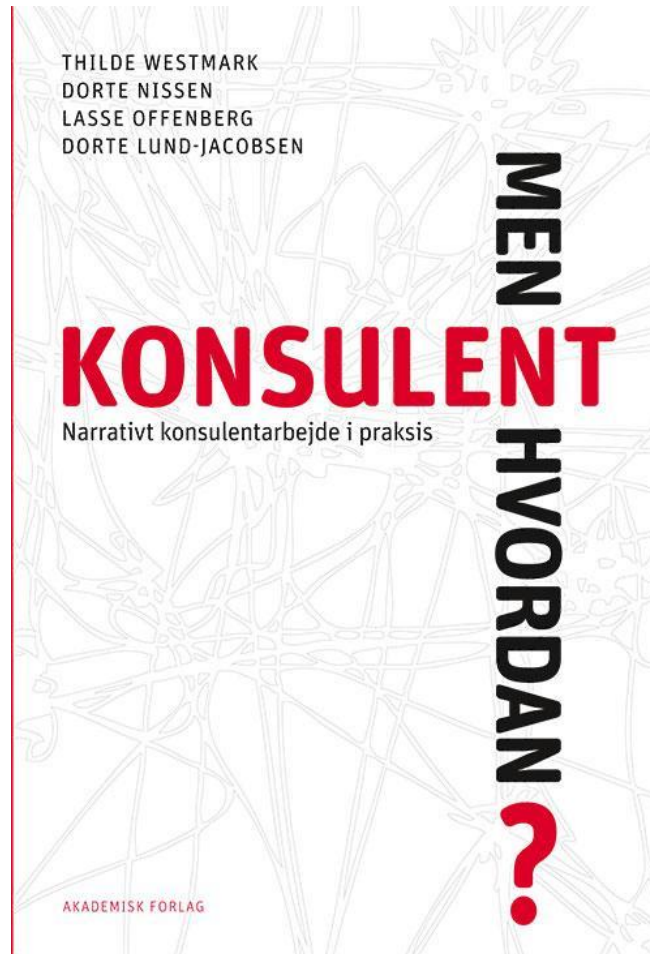


CONSULTANT, BUT HOW?

Familjeterapikongress Ystad

17-18 oktober 2013

Our Book



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FROM WHAT YOU HEAR, PLEASE NOTE:

- What catches your attention and how does that connect to your practice? What could inspire you a little, make you curious or give you an idea (or two)?
- What is close to what you are already thinking or doing?
- What you maybe do not totally agree on or think differently about
 - And ask yourself here what you have a special eye for (when you look at it in a different way)

Presentation

Dorte Lund-Jacobsen



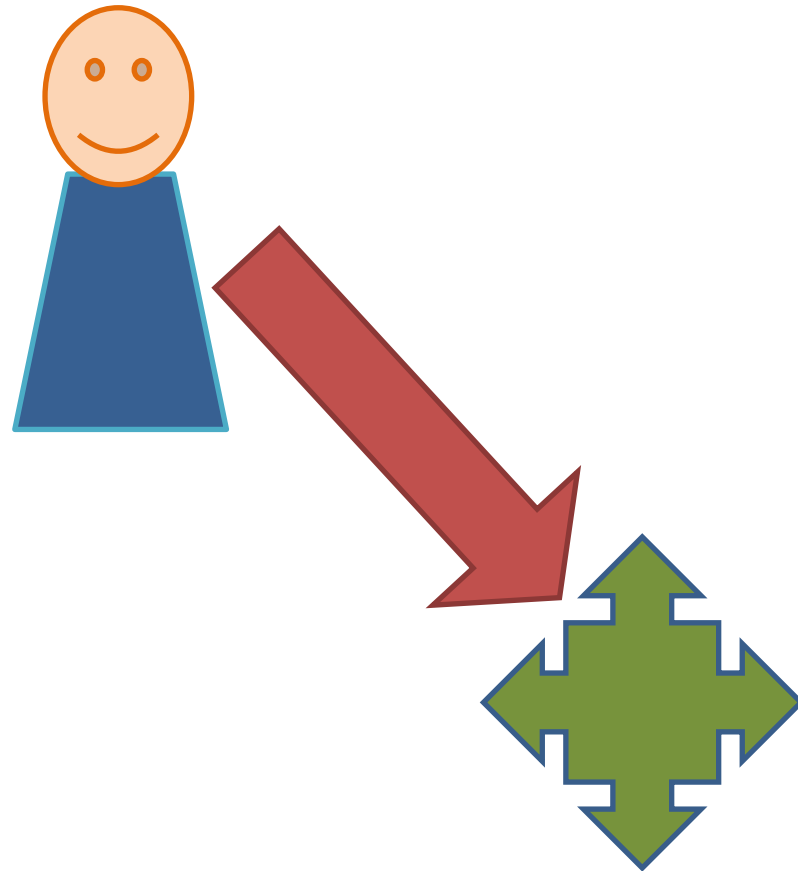
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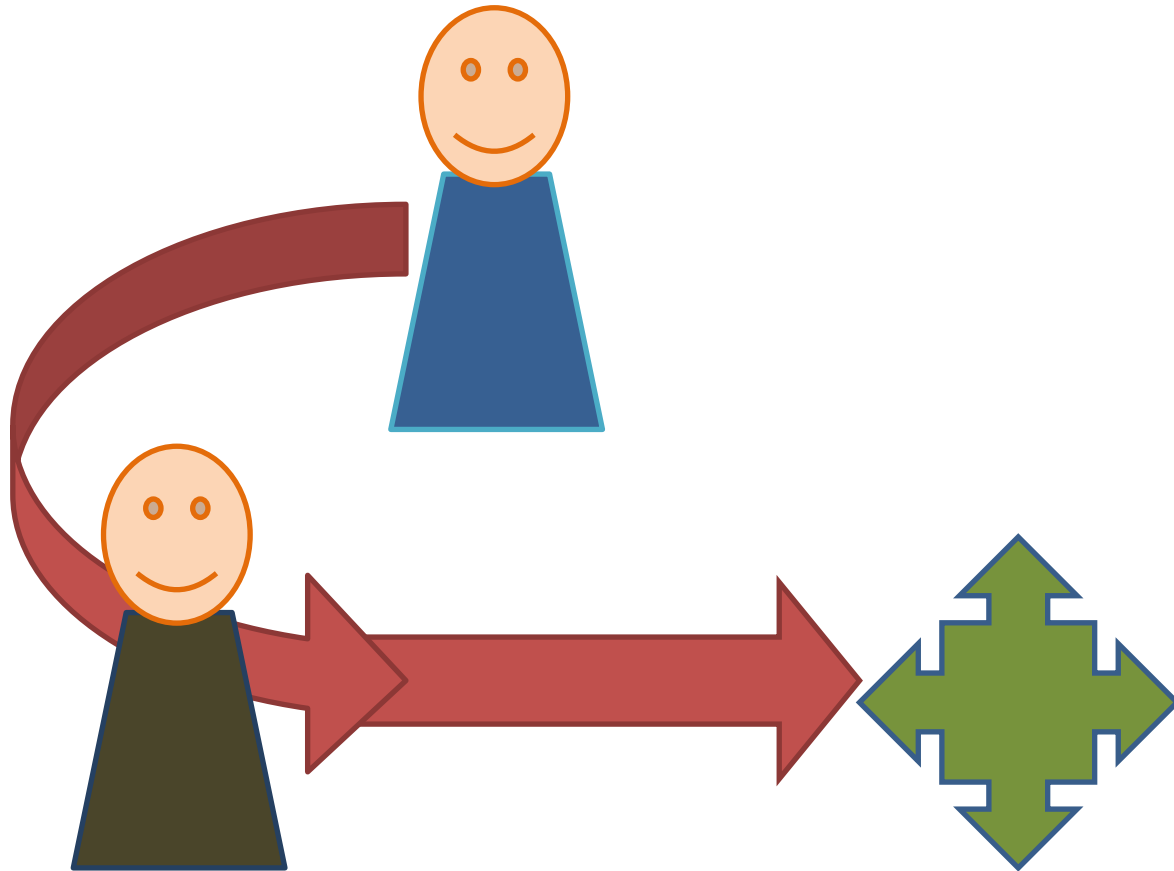
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The position of the professional

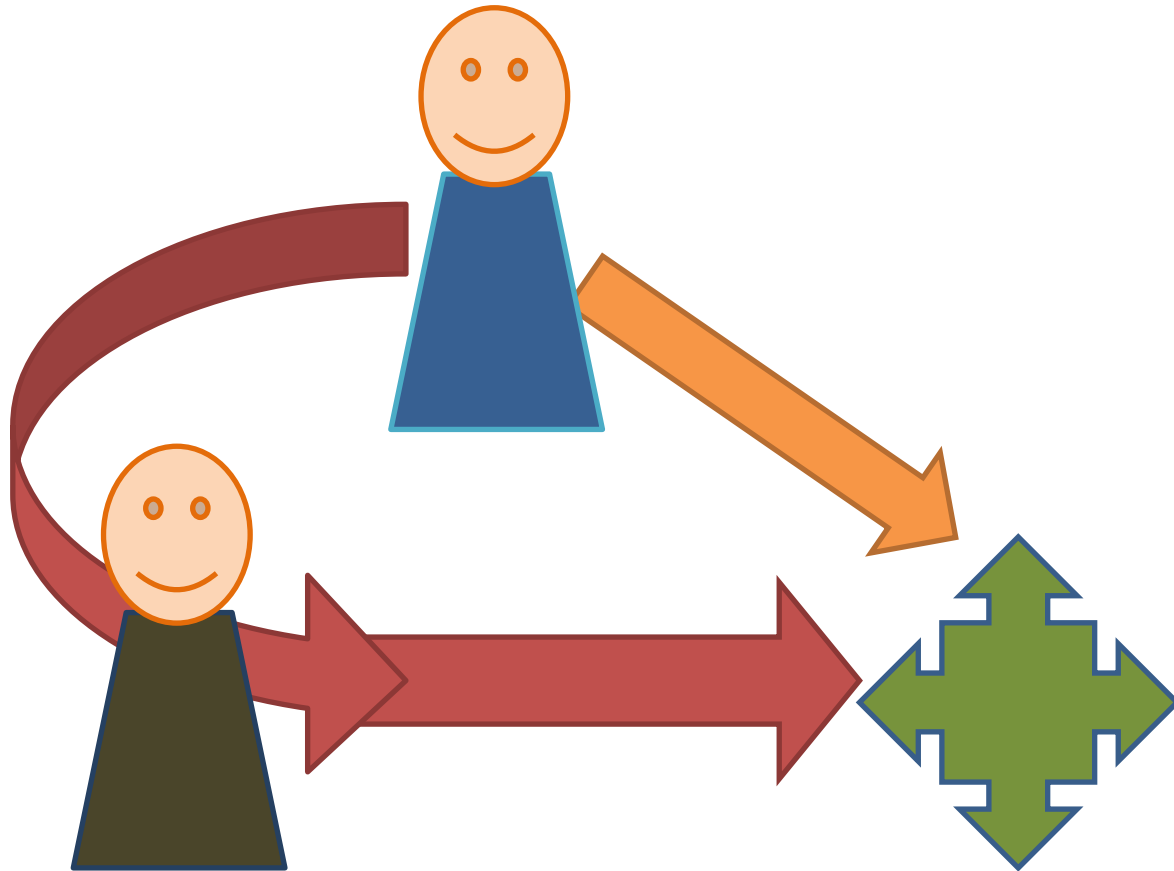


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The Position of the consultant



Consultant AND professional



THREE SMALL SCENARIOS

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Petterson is demented

I am a nurse and my name is Lisa. Mr Petterson lives in our nursing home. He is demented. He is scolding us all the time and says again and again that he wants to go home. I am a bit afraid of him and feel powerless and insufficient. I am happy that the dementia consultant is coming tomorrow, so she can tell me what to do.

Now she has been here and I don't feel being helped. EITHER she tells me something I already know or already have tried or she asks me what I think I should do. I think I must take a course in dementia myself.

I am a specialist in dementia. My name is Kristina and I have a degree in dementia and have written several articles about it. I am fairly recognised within my area.

I don't find it easy to be a consultant for Lisa. When I - as I have learned at my supervision course – ask her questions about what she already knows and have learned from Mr Petterson, she looks all scared and ask me if I can't just tell her what to do.

When I tell her what to do she says YES, she will try that, but I have no sense that what I say makes a difference for her. I feel powerless and insufficient. I think I must take a course in rhetoric's so that I can speak more clearly and make myself understandable.

Consulting psychologist at a school

Teacher from the school: Finally the school psychologist comes. Now she must find out what should be done with the boy...

Consulting psychologist: I know what the teachers ought to do. I have already told them several times. They nod, but next time I see them, they have not done it. What should I do in order to get what I say to make a difference for them?

Consulting Pedagogue

”Dagis” Fröken: We are looking forward for the consulting pedagogue to come. She has a lot of experience with children with attachment problems, so she can help us understand how we can help the little girl.

We know nothing about it yet.

Consulting pedagogue: I am trained in systemic and narrative approaches. I have learned that I should not give people advice as they are experts in their own situation.

But when I enter the kindergartens, they ask for my expertise. Then I sometimes share my knowledge and experiences – but I don’t tell my colleagues. Is not good practice to give advice. I know that – it is better to ask questions.

I wonder if I can hold on to my systemic and narrative approach, even if I give some advice now and then?



ALL OR NOTHING

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Either – or

- Process consultant
- Not-knowing
- Facilitator
- Expert consultant
- All Knowing
- Adviser

Effects of having a sharp differentiation between expert- and process consultant

- My task is wrong. I have to give advice all the time
- The participants are wrong. They want advice all the time
- I am wrong, because I give advice and don't tell anyone
- I give advice all whilst a take courses in asking questions
- I feel like someone selling circles to someone who wants to buy squares (expertice)
- frustrated consultants and professionals
- ...?

Both - and

- How can we escape the dichotomy between either an expert- a process consultant?
- Let us look at a distinction from the narrative field...

Whose knowledge at the centre right now?

	Centering the knowledge of the participants	Centering the knowledge of the consultant

Important consultant skills

- To be able to move around in both positions
- To be clear about when you want to position yourself as this or the other
- To be able to negotiate these positions with those who are involved

- In which situations in your practice do you centre your own knowledge and experiences
- In which situations do you centre the knowledge and skills of the others?

Partial knowers

- Rather than the traditional position of the expert, all-knowing therapist or its mirror twin, the not-knowing therapist, I will argue that both the therapist and the client are partial knowers..
- (...) Through a postmodern lens, knowledge is multiple and only ever partial.

(Brown, 2007, p.4-5)

No one knows everything, for there
is no everything to know (Geertz,
1992, p.129)

Forskellige former for viden

- General knowledge
- Local knowledge

How can we develop practice forms that brings into play the skills and knowledge's of everybody involved

A few reminders

- It is not always relevant to put into play your own knowledge
- There is always a risk that general knowledge becomes privileged over local knowledge

If you centre your own knowledge to a too high degree as a consultant it can have unwanted effects:

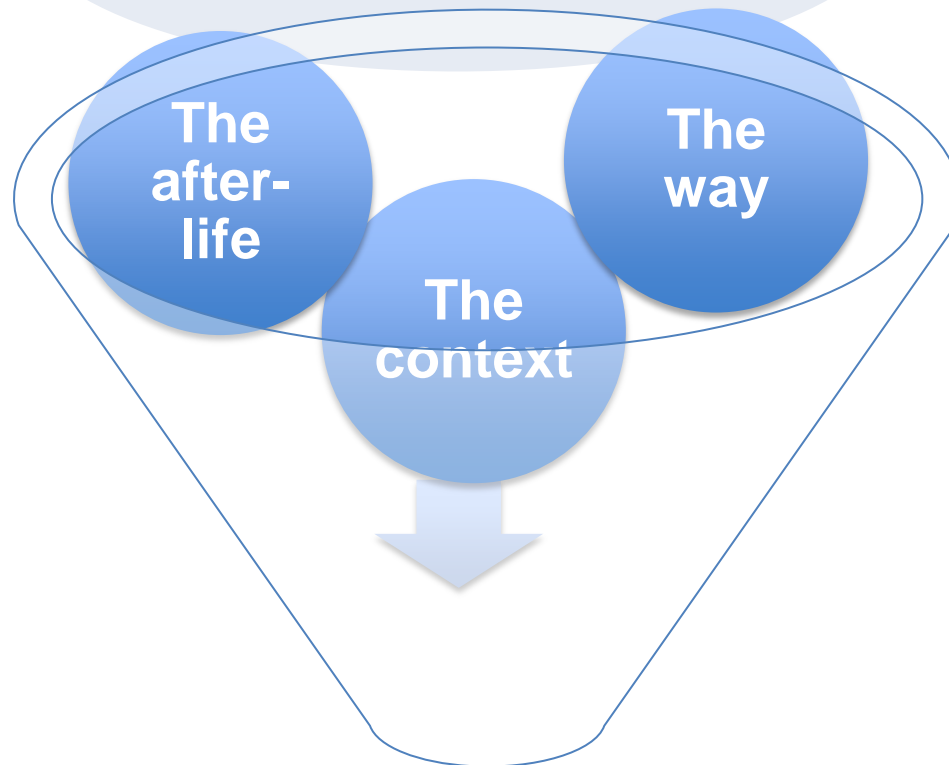
- It can increase the participants sense of distance to what they already, know, can and do
- It can contribute to the participants seeing themselves as someone who needs the consultant in order to take next or new steps (creating a sense of incompetence)
- It can decrease the participant's sense of ownership and co-responsibility to the solutions in the future
- It can result in solutions, that do not fit with the concrete context

ADVICE-GIVING AS INTERTWINING OF KNOWLEDGE'S

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Three focus areas for professional advice-giving



Three focus areas:

1. **The context:** How can I get sufficiently close to the consultee's understandings, challenges and ways to look at the world, so that we together can develop ideas and perspectives, that are relevant?
2. **The way:** How do I pass on my knowledge and experience in ways, that give the consultee the best possible conditions to let her or himself be inspired by the advice and relate to them
3. **After-life:** How can I make it possible for the consulted to consider the advice and think about how they can be translated into daily practice

The context: What ideas and practice forms must the advice connect to

- Tell me a little about what you are struggling with? What do you think is important that I know about the situation
- What are you the most in doubt of? What is it you have in view, since you are doubtful about this?
- What have you already tried to do? What were your intentions with that? What effect would you say it had? What kind of thoughts do you have in relation to the situation?
- What do you think (specifically) other people think should be done? What do you think about that?
- What are you mostly keen for me to say something about? Why that?
- If what I say should be helpful for you is here then something I should be aware of?

Ways to contribute with advice and ideas

1. Involve what the person has already had in view
2. Leave room for the person to know something that you don't know
3. Give the advice a wrapping, that makes it easy to reject
4. Give the advice an exploring, testing and unfinished form (tentative)
5. Take ownership to the advice
6. Give advice that points in different directions

Turn into practice

- Investigate the persons view of advice and reasons for the viewpoints
- Listen carefully for hesitations
- See the advice through

See the advice to the door by asking

- Ask what the person thinks about the advice. No matter what response – go into the answer and investigate it closer.

(Listen carefully for hesitation)

- No/yes: What is it you know about the situation, that makes this a good or a bad idea?

If yes :

- Follow the advice to the door: What would it look like if you use it – when, how – what problems could arise and how should they be handled

See the advice to the door by asking

- When do you think you are going to try your strength on this?
- Lets say it is Monday... how do you immediately think you will be able to use it?
- Who will do what?
- Why do you think it would be good to do so?
- How does that connect to why you try to achieve (or bring forth) in the situation?
- What skills do you think are needed?
- What problems or trouble could arise – lets us speculate ...?
- And how could these troubles be handled?

The layer cake



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TALK TO THE PERSON BESIDE YOU:

- What in this presentation has caught your attention and how does that connect to your own practice? Has something made you curious or given you an idea?
- Was there anything that was close to what you already think or do
- Was there anything that you did not agree on or think differently about
 - When you don't agree it is because you find what important??