

# NISAPI

Now I See A Person Institute

*A Non-Profit Community Mental Health Center and Training Institute*

Course catalogue

Rev. 24/06/2023



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## About Us

Now I See A Person Institute (NISAPI) is a 501(c)3 non-profit corporation that specializes in the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model (CEACRM) of mental health and substance treatment. We provide mental health and recovery services in Los Angeles County, California. In addition to these services, we offer training to students (both local and international) graduate students, interns, and licensed service providers in the collaborative recovery model of community-based services. We offer a certificate in International Collaborative-Dialogical Practices and in the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model. NISAPI is a CAMFT Approved Provider of continuing education for CEPA (CAMFT Continuing Education Provider Approval) and prior to CEPA an Approved Provider for the BBS in continuing education since 2011. Now I See A Person Institute is devoted to teach mental health providers in proficient evidence-based theories (CLS, Open Dialogue and Recovery Premises), and philosophies of collaborative-dialogical and recovery models to therapy, life coaching, mediation and organizational development. Our theory Community Engagement: A Collaborative Recovery Model (CEACRM) was first introduced to the field in 2008. We have conducted over a decade of qualitative research using CEACRM. This research reflects how the concepts of CEACRM induce sustainable change in clients previously considered unable to change and not progressing in traditional models of therapy, medication regimes, hospitalization or institutionalizations, considered hopeless and high risk and referred by the Department of Children and Family Services (DCFS), other legal systems and ancillary staff, clinicians and word of mouth. CEACRM embraces the tenant of recovery and collaborative theories. (Anderson, 1997, Anderson & Gehart, 2007, Gehart, 2012, Swim, Priest & Makawa, 2013 & Swim, Stephan, Abramovitch & Stone, Swim, Abramovitch, 2018, Wilson, Kadler & Takeda, 2020, and Swim 2021).

## Our Mission and Values

Our mission is to provide therapy, recovery, and transitional services to individuals, children, families, and couples in underserved (low-income and/or at-risk) populations in Los Angeles County. With our continuing education program, we will be teaching our community of clinicians, as well as international learners to understand the nuances of working with the populations we serve and the model we use. The intended audience for the CE program will be inclusive of all graduate level and completed Marriage and Family Therapists and Social Workers (SW), (MFTs), LMFTs, and LCSWs, professionals interested in CECRM, as well as individually tailored course work designed for international and national learners. In 2023 we will be developing a tract called Revisiting Process Ethics from 2001 to 2023.

## **Instructors/Faculty**

### **Dr. Susan Swim, PhD, MFT**

*Executive Director, Senior Faculty*

Dr. Susan Swim has been a thought leader the development of post-modern theory and has conducted evidence backed research to support the development of the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model. In addition to the rigorous academic Dr. Swim has undergone to receive her doctorate, she also holds extensive pragmatic experience working with organizations internationally. Dr. Swim is part of the Taos Institute and Houston Galveston Institute, think tanks organizations dedicated to the advancement of studies in the humanities, with academic leaders coming from universities from around the world. Dr. Swim conducts annual research studies and presentations for the Department of Mental Health in Los Angeles showing the evidence of her studies and international conferences on CEACRM. In addition to her own research, Dr. Swim is Editor Emeritus of the Journal of Systemic Therapies and the Qualitative Review where she works with academia and leaders in the field to inform and advance the field of post-modern therapy.

For biographies on Dr. Swim and the below listed faculty please visit [www.nowiseeaperson.com](http://www.nowiseeaperson.com).

### **David Abramovitch, MA, MFTA, JD**

*Senior Faculty*

### **Emma Wilson Mackintosh, MSW**

*Senior Faculty*

### **Dr. David Nylund, PhD, LCSW**

*Associate Faculty and Supervisor*

### **Dr. Monica Sesma-Vazquez, PhD, MSW, RSW**

*Adjunct Faculty*

**Dr. Pavel Nepustil, PhD**

*Adjunct Faculty*

**Rene Buenfil, MA**

*Adjunct Faculty*

**Dr. Joanna Buickians, PsyD, MA, LMFT**

*Adjunct Faculty*

**Dr. Lena Margardechian, PsyD**

*Adjunct Faculty*

**Momoko Takeda, LMFT**

*Adjunct Faculty*

**Megan Kadler, MC, RCC**

*Adjunct Faculty*

## **Course Registration**

### **Registration Process**

Due to the pandemic times and dates may vary. We want at this time for the classes to be accessible for local and international learners. Learners may pick individually tailored classes from the programs listed or create with their faculty mentor which classes will enhance their growth. Just contact NISAPI to create your own leaning venue. To register for courses email [admin@nowiseeaperson.com](mailto:admin@nowiseeaperson.com) or [swiminc@aol.com](mailto:swiminc@aol.com). Registrations must be received at least one business day prior to the date of the course. The cost of each course ranges from \$30 per unit, some discounts will be allowed for non-licensed populations. Courses meets the qualifications for the number of continuing education credits (CEUs) specified in the course listing for MFCCs and/or LCSWs as required by the California Board of Behavioral Sciences. Now I See A Person Institute is approved by CAMFT for BBS requirements, PROVIDER 135076.

### **Registration Cancellation**

Participants will be eligible for a full refund, less any payment processing fees, for any registration cancelled at least 7-days prior to the scheduled course start date. No refunds will be issued less than 7 days prior to the course start date.

### **Course Completion Records**

Participants will be provided a certificate of completion immediately upon completion of the course. In the case of lost or misplaced completion certificates, participants may request a new certificate for a small administrative fee through the course's page on the training website. Participants will receive a new certificate within 30 calendar days of the request.

## Courses

### Collaborative Theory

#### ***CT1100 – The Road to Post-Modernism and Social Construction: A Brief History of the Development of Post-Modern Social Constructionist Theory (6 CEUs)***

This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: June 3, 2023

#### ***CT1101 – Post-Modernism and Social Construction as the Basis for Collaborative Practice (6 CEUs)***

This course will explore the connection between post-modern and social constructionist thought and collaborative therapeutic practice. Throughout the day, participants will engage in lecture, experiential exercises, and discussion in various configurations to facilitate learning of the course material.

Dates: June, 10, 2023

#### ***CT1102 – The Recovery Movement and Theory behind Client-Guided Care (6 CEUs)***

This course will explore the theory and dialogue behind the recovery movement in client care with special emphasis on the relationship and commonalities between the recovery movement and collaborative therapeutic practice. Participants will engage in lecture, participate in a mock therapy session, and engage in open dialogues in various configurations to facilitate learning of the course material.

Dates: July, 01, 2023

#### ***CT1103 – Community Engagement: Collaborative Recovery Theory (6 CEUs)***

This course will integrate the theories and dialogues of collaborative therapeutic practice and the recovery movement. Participants will engage in lecture, experiential exercises and conversational dialogues throughout the day to gain a better understanding of this innovative, strength-based, and client-guided model of practice.

Dates: July 8, 2023

### ***CT1104 – Social Constructions of Family Development (4 CEUs)***

This course will facilitate greater understanding of the theoretical and conceptual basis of family development as a social construct. Participants will explore personal perceptions of family development and how these perceptions are constructed and contribute to social and therapeutic discourse. This course will provide a foundation for collaborative therapy as a contextually sensitive approach to therapeutic practice. Throughout the day, participants will engage in lecture, and open dialogues in various configurations to facilitate learning of the course material.

Dates: July 15, 2023

### ***CT1105 – Social Constructions of Culture (4 CEUs)***

This course will facilitate greater understanding of the theoretical and conceptual basis of culture as a social construct. Participants will explore personal perceptions of culture and how these perceptions are constructed and contribute to social and therapeutic discourse. This course will provide a foundation for collaborative therapy as a culturally sensitive approach to therapeutic practice. Throughout the day, participants will engage in lecture, and open dialogues in various configurations to facilitate learning of the course material.

Dates: August 5, 2023

### ***CT1106 – Recent Developments in Post-Modern and Social Constructionist Theory (4 CEUs)***

This course will explore recent trends in theory, concepts, procedure, and guidelines for post-modern and social constructionist intervention in Community Engagement and other novel theories of world-wide ICCP programs. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, community engagement, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: August 12, 2023

## **Collaborative Intervention**

### **Community Engagement Track**

#### ***CI1101 - An Introduction to Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model for Couple and Family Therapy (6 CEUs)***

This course will provide introductory instruction in the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model approach to couple and family therapy developed by Dr. Susan Swim. This course will facilitate greater understanding of this innovative, collaborative approach to conducting therapy with clients that will help participants implement collaborative intervention strategies to maximize long-term client gains. Participants will engage in lecture, discussion, and hands-on exercises to support learning and retention of class material.

Dates: September 2, 2023

***CI1102 - Advanced Practice of the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model for Couple and Family Therapy (6 CEUs)***

*Prerequisite: CI1101 or instructor approval, this course is intended as part of a sequence*

This course will provide advanced instruction in the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model approach to couple and family therapy developed by Dr. Susan Swim. This course will highlight advanced intervention strategies used in this innovative, collaborative approach to conducting therapy with clients that will help participants implement collaborative intervention strategies to maximize long-term client gains. This course is complementary to the introductory course for the model and will immerse participants in the use of the CECRM approach. Participants will engage in lecture, and hands-on exercises to support learning and retention of class material. Additionally, participants will view and discuss videotapes of real case studies in order to facilitate learning.

Dates: September 09, 2023

**Reflection Track**

***CI1103 - History and Current Trends in Reflective Processes (4 CEUs)***

This course will explore the history and trends of the theoretical background, conceptual basis, procedure, and guidelines for reflective processes. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: October 07, 2023

***CI1104 - Using a Reflecting Team to Facilitate Therapeutic Dialogue and Change (3 CEUs)***

This course will provide instruction in using the reflecting team as an intervention strategy in therapy with individuals, couples, or families. This intervention is drawn from the reflecting team intervention developed by Tom Andersen, the Collaborative Language Systems model of therapy developed by Harlene Anderson and Harry Goolishian, and the Community Engagement: Collaborative Recovery Model developed by Susan Swim. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for the reflecting team intervention. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team intervention to facilitate learning of the course material.

Dates: October 14, 2023



### ***CI1105 – A Second Set of Eyes: Using Reflective Inquiry to Support Therapeutic Growth (3 CEUs)***

This course will provide instruction in applying reflective inquiry as an intervention strategy in therapy with individuals, couples, or families. This technique promotes a re-evaluation of the client's current interpretation of their experience through a new lens with an emphasis on non-judgmental discourse. This course will facilitate an understanding of the theoretical background, conceptual basis, procedure, and guidelines for this application. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team intervention to facilitate learning of the course material.

Dates: November 4- 2023

### **Self-as-Therapist Track**

### ***CI1106 – The Art of “Being a therapist” versus “Doing therapy”: Staying out of the Way of Client Growth and Change by Understanding the Therapeutic Role (3 CEUs)***

This course will provide a brief history of the role of the therapist and will provide an introduction to the collaborative therapeutic role. The course will highlight how the collaborative role of the therapist can support positive growth and change and ultimately empower clients to maintain self-effected change long-term. Participants will engage in lecture, discussion, and hands-on exercises to facilitated learning and support retention of class material.

Dates: November 11, 2023

### ***CI1107 – The Therapist as a Tourist: Letting the Client be the Guide in the Therapeutic Setting (3 CEUs)***

This course will provide further instruction in the collaborative therapeutic role by underlining the concept of client-guided care. The course will assist participants in implementing the collaborative therapeutic role by facilitating an understanding of this non-directive, client-guided approach. This course is complementary to the introductory course, “The Art of “Being a Therapist” versus “Doing Therapy”: Staying out of the way of Client Growth and Change by Understanding the Therapeutic Role.” Participants will engage in lecture, discussion, and hands-on exercises to facilitated learning and support retention of class material.

Dates: December 2, 2023

### ***CI1108 – Using Self-of-the-Therapist, Informal Engagement, and Flexibility to Promote Relational Connection and Therapeutic Change (4 CEUs)***

This course will provide instruction in using the self-of-the-therapist, informal engagement, and flexibility to promote mutually influential relational exchanges in the therapeutic context. This course will facilitate an understanding of the core concepts of relational connection in therapy and the appropriate application of each. Throughout the day, participants will engage in lecture, and participate in various activities to facilitate learning of the course material.

Dates: December 9, 2023

## Contextual Track

### ***CI1109 – Non-Traditional Means to Therapeutic Ends: Using a Non-Clinical Environment (4 CEUs)***

This course will provide a background of the non-clinical environment as a context for therapy. The course will provide a theoretical basis for the non-clinical environment, an overview of types of non-clinical environments, and considerations for client care when using the non-clinical environment. Throughout the day, participants will engage in lecture, and participate in activities designed to facilitate learning of the course material.

Dates: January 6, 2024

### ***CI1110 – Cultural and Contextual Issues in the Application of Collaborative Therapeutic Intervention (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families in contexts of diversity challenges. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in diversity challenges through using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: January 13, 2024

## Relational Ethics and the Legal System

### ***RELS 1101 – Process versus Content Ethics (4 CEUs)***

This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for *process ethics*. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the process ethics, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: February 3, 2024

### ***RELS1102 – Process Ethics and the Law: Applying Process Ethics in Fulfilling Legal Requirements (8 CEUs)***

This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for *process ethics to support and supplement content ethics*. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the process

ethics, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: February 10, 2024

## Collaborative Supervision

### *CS1101 - A Collaborative Approach to Supervision: An In-Depth Review of What It Is and How to Use It (6 CEUs)*

This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for *supervision as collaborative conversations*. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing collaborative supervision, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: March 3, 2024

## Special Topics

### *ST1101 - Collaborative Approaches to Therapy for Families Involved with the Child Welfare System (6 CEUs)*

This course will provide instruction in collaborative therapeutic approaches to intervening with families involved with social services to promote positive family adjustment for biological, foster, and adoptive families, and facilitate appropriate parenting and interaction among biological family members during visitation and/or reunification. These approaches are based on the Collaborative Language Systems model of therapy developed by Harlene Anderson and Harry Goolishian, and in the Collaborative Dialogical Practices of Community Engagement: A Collaborative Recovery Model developed by Susan Swim. This course will facilitate greater understanding of effective therapeutic intervention strategies to improve outcomes for clients engaged with the child welfare system. Throughout the day, participants will engage in lecture, discussion, and hands-on exercises to support optimal learning.

Dates: March 10, 2024

### *ST1102 - Collaborating with the Substance Using Client (6 CEUs)*

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families in contexts of substance use challenges. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in substance use challenges using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team,

collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: April 07, 2024

***ST1103 – Beyond the Bars: Collaborative Therapy with Clients Involved with the Criminal Legal System and Clients Re-Entering Society After Incarceration (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families in contexts of criminal legal challenges. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in the context of the criminal legal system using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: April 14, 2024

***ST1104 – Using Collaborative Theory in School-Based Settings (6 CEUs)***

This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for using the collaborative therapy in the school setting. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: May 05, 2024

***ST1105 – Collaborative Approaches to Therapy for Clients Going Through Grief or Loss (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families in contexts of grief or loss challenges. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in grief or loss challenges through using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: May 12, 2024

### ***ST1106 – Collaborative Therapy with Clients Affected by Domestic Violence (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families within a context of domestic violence. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in violent domestic contexts through using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: June2, 2024

### ***ST1107 – Collaborative Approaches to Therapy with Clients Affected By Sexual Abuse (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families who have been affected by sexual abuse. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention with clients affected by sexual abuse through using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: June 09, 2024

### ***ST1108 – Combatting Trauma: Collaborative Intervention with Military Families (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families who are currently or were previously involved with the military. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in military contexts using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: July 07, 2024

### ***ST1109 – Re-Visioning the Meaning of Family: Collaborative Intervention with Blended Families (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought as an alternative intervention strategy in therapy with individuals, couples, or families affected by divorce or separation. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in

the context of divorce or separation using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: July 14, 2024

### ***ST1110 – Collaborative Intervention in the Context of Spirituality (6 CEUs)***

This course will provide instruction in using collaborative therapy, postmodern and social constructionist thought within a spiritual context as an alternative intervention strategy in therapy with individuals, couples, or families. This course will facilitate greater understanding of the theoretical background, conceptual basis, procedure, and guidelines for post-modern and social constructionist intervention in the context of spirituality using collaborative therapy. Throughout the day, participants will engage in lecture, and participate in a mock therapy session utilizing the reflecting team, collaborative therapy, and open dialogues in various configurations and intervention to facilitate learning of the course material.

Dates: August 4, 2024

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Gehart, D. R. (2012). The Mental Health Recovery Movement and Family Therapy, Part I: A Collaborative, Appreciative Approach for Supporting Mental Health Recovery. *Journal of Marital*

Gehart, D. R. (2012). The Mental Health Recovery Movement and Family Therapy, Part II: A Collaborative, Appreciative Approach for Supporting Mental Health Recovery. *Journal of Marital and Family Therapy*, 38(3), 443..

Gergen, K. J. (2001). Relational Process for Ethical Outcomes. *Journal of Systemic Therapies*, 20(4), 7-10.

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Gergen, K. J. (2009). *Relational being: Beyond self and community*. Oxford: Oxford University Press.

Gergen, K. J. (1999). *An invitation to social construction*. London: Sage.

Kinaman, C. & Swim, S. (2007). Now I See A Person: The poetics of learning therapy-A Supervision Story. *Unpublished Manuscript for ISI Conference*.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.

Nussen, J. (2012). *Soul recovery updated: equine assisted activities for healing by abuse from others, loss of others, and loss of self*.

Rambo, A. H. (2013). *Family therapy review: Contrasting contemporary models*. New York, NY: Routledge.

Sheldon, P. (2007). H. Anderson and D. Gehart (Eds.), Collaborative Therapy: Relationships and Conversations that Make a Difference. *Contemporary Family Therapy*, 29(1-2), 107-110.

H. Sharpe, & T. Strong. (2015). *Embodied relating and transformation: Tales from equine—facilitative counseling*. New York, NY: Springer.

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Swim, S., Helms, S., Plotkin, S., & Bettye. (1998). Multiple voices: Stories of rebirth, heroines, new opportunities, and identities. *Journal of Systemic Therapies*, 17 (4), 61-71.

Swim, S., St. George, S., & Wulff, D. (2001). Process Ethics: A Collaborative partnership. *The Journal of Systemic Therapies*, 20 (4), 14-24.

Swim, S. (2003). *Process Ethics: Collaborative Partnerships Within Therapeutic Conversational Communities*. Ann Arbor: Pro-Quest.

Swim, S. (2005). *Faith Based Therapy: From Modernistic and Post-Modern Therapeutic Venues*. Unpublished Manuscript for ISI 2005.

Swim, S. (2006). *Relational Supervision: Process Ethics Guiding Learning Communities*. Unpublished Manuscript for ISI 2006.

Swim, S. & Helms, S. (2006). *Relational Therapy and Supervision: Process Ethics within Learning Communities utilizing ten years of our thoughts in our collaboration with Bettye*. Unpublished Manuscript for Presentation at APA.

Swim, S. (2007). *Now I See A Person*. Unpublished Manuscript for ISI 2007 and Presentation in Portugal at the IFTA.



- Swim, S. (2008). Sacred Voices: Incorporating God and Spirituality in Therapy. Unpublished Manuscript for 2008 ISI
- Swim, S. (2009). Relational Supervision: Process Ethics Guiding Learning Communities-Revisited. Unpublished Manuscript for ISI 2009.
- Swim, S., Priest, A., Mikawa, T. (2013). "A See of Ideas in the Reflecting Process: Reflective Techniques in Community Engagement: A Collaborative Recovery Model. In Rambo, A., (Ed.) *Family Therapy Review: Contrasting Contemporary Models*. New York, NY: Routledge.
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