

Subject Description Form

Subject Code	APSS5779									
Subject Title	Narrative Therapy									
Credit Value	3									
Level	5									
Pre-requisite / Co-requisite/ Exclusion	Nil									
Assessment Methods	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">100% Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>2. Case presentation</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Practice</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Students must pass all the components in order to pass the subject. 		100% Continuous Assessment	Individual Assessment	1. Term paper	50%	2. Case presentation	30%	3. Practice	20%
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1. Term paper	50%									
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Objectives	<p>In this subject, students will learn a post-modern practice – Narrative Therapy (NT) – which is a collaborative practice approach that aims to enable individuals to explore alternative storylines and strengthen their strengths. The subject will enable students to understand the theories and skills underpinning NT, critically appraise NT, and reflect on their own values.</p>									
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. master basic concepts and skills in Narrative Therapy; b. evaluate the philosophical premises, theoretical assumptions, practice and ethical principles underlying Narrative Therapy c. examine own stance of practice amidst the post-modern turn 									
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Philosophical and theoretical underpinnings of NT: <ul style="list-style-type: none"> ▪ Post-modernism ▪ Post-structuralism, and ▪ Social Constructionism 									

	<ol style="list-style-type: none"> 2. The story metaphor in narrative therapy <ul style="list-style-type: none"> ▪ Life as a story and its power in shaping life and identity ▪ The contribution of the therapist in re-storying life and identity 3. Core NT skills <ul style="list-style-type: none"> ▪ Scaffolding ▪ Externalizing ▪ Re-authoring ▪ Re-membering ▪ Definitional ceremony and outsider-witness practice ▪ Therapeutic documents 4. Ethical issues in practicing NT 																												
Teaching/Learning Methodology	<p>This subject adopts an action learning approach. Through attending lectures and reading relevant materials, students will develop a conceptual understanding of the subject. They will be expected to actively experiment with the newly learned concepts with actual conversations. Their experimentation will be presented to the whole class to get feedback from other fellow students and teachers. Based on the feedback, they will make further experimentation with the newly acquired knowledge for therapeutic practice. The subject will also incorporate a variety of experientially-based pedagogical methods to facilitate the students' learning, including case studies, role-play, videos of real-life cases, and individual and group presentations and reflections.</p>																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="550 1167 1358 1709"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Case Presentation</td> <td>30%</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>3. Practice</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned. • The completion and submission of all component assignments are required for passing the subject. • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Term paper	50%	✓	✓	✓	2. Case Presentation	30%	✓		✓	3. Practice	20%	✓		✓	Total	100 %			
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Total	100 %																												

Student Study Effort	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Preparation for seminar and term paper	40 Hrs.
	▪ Reading	50 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p><u>Key reference</u></p> <p>Duvall, J., & Béres, L. (2011). <i>Innovations in narrative therapy: Connecting practice, training, and research</i>. W.W. Norton.</p> <p>Payne, M. (2006). <i>Narrative therapy: An introduction for counsellors</i> (2nd ed.). SAGE Publications.</p> <p>White, M. (2007). <i>Maps of narrative practice</i>. W. W. Norton.</p> <p><u>Supplementary</u></p> <p>Cashin, A., Browne, G., Bradbury, J., & Mulder, A. (2013). The effectiveness of narrative therapy with young people with autism. <i>Journal of Child and Adolescent Psychiatric Nursing</i>, 26, 32-41. https://doi.org/10.1111/jcap.12020</p> <p>Chan, C. (2012). Narrative practice with youth: A heuristic case study on a youth-centre drama workshop. <i>Journal of Social Work Practice</i>, 26, 197-214. https://doi.org/10.1080/02650533.2011.562284</p> <p>Chan, C., Ngai, K.-h., & Wong, C.-k. (2012). Using photographs in narrative therapy to externalize the problem: A substance abuse case. <i>Journal of Systemic Therapies</i>, 31(2), 1-20. https://doi.org/10.1521/jsyt.2012.31.2.1</p> <p>Chan, C., Au-yeung, H., Chiu, W., Tsang, C., & Tsui, H. (2020). Indicators for assessing intervention fidelity of narrative practice: A heuristic review of the concept of scaffolding in White (2007). <i>Journal of Systemic Therapies</i>, 39(3), 77–90. https://doi.org/10.1521/jsyt.2020.39.3.77</p> <p>Chan, C., & Au-yeung, H. (2021). When narrative practice suddenly goes online due to COVID-19.... <i>Qualitative Social Work</i>, 20, 390-398. https://doi.org/10.1177/1473325020981086</p> <p>Dulwich Centre. (n.d.). <i>Research, evidence and narrative practices</i>. https://dulwichcentre.com.au/research-evidence-and-narrative-practice/</p> <p>Hannen, E., & Woods, K. (2012). Narrative therapy with an adolescent who self-cuts: A case example. <i>Educational Psychology in Practice</i>, 28, 187-214. https://doi.org/10.1080/02667363.2012.669362</p> <p>Keeling, M. L., & Nielson, L. R. (2005). Indian women’s experience of a narrative intervention using art and writing. <i>Contemporary Family Therapy</i>, 27, 435-452. https://doi.org/10.1007/s10591-</p>	

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<https://doi.org/10.1521/jsyt.2010.29.4.74>
- Ting, W. F. (2005). A research Journey to “re-member” – The development of a personal narrative in the research with adolescent girls’ life situation in Hong Kong. *Reflections: Narratives of Professional Helping, 11*(4), 16-28.
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<https://doi.org/10.1016/j.aip.2013.11.005>
- 丁惠芳. (2015). *故事改變生命 青少年敘事治療實踐*. 聖雅各福群會、香港理工大學應用社會科學系.
- 丁惠芳 (Ed.). (2006). *敘事·治療·外展·青年工作*. 基督教香港信義會社會服務部、香港理工大學應用社會科學系.
- 列小慧. (2005). *敘事從家庭開始 - 敘事治療的實踐歷程*. 突破.
- 列小慧. (2008). *21吋是一個合適的size -- 敘事治療於精神康復的應用*. 香港神託會.
- 尤卓慧, 岑秀成, 夏民光, 秦安琪, 葉劍青, & 黎玉蓮 (Eds.). (2005). *探索敘事治療實踐*. 心理出版社.
- 陳智達. (2021). *媒介敘事工作*. 真人網絡.

Websites:

JST Institute <https://jstinstitute.com/>

The Dulwich Center <https://dulwichcentre.com.au/>

敘事工作 101@ Udemy <https://www.udemy.com/course/101-vhsu/>

真人茶座訪談錄像 https://www.humans.asia/web/organisation-details.php?organisation_id=258