Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS5115</th>
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<tbody>
<tr>
<td>Subject Title</td>
<td>Social Constructionism &amp; Collaborative Dialogic Approach</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
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Assessment Methods

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group Presentation</td>
<td>0%</td>
<td>30%</td>
</tr>
<tr>
<td>2. Paper</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Class Participation</td>
<td>10%</td>
<td>0%</td>
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- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject.

Objectives

Students are expected to critically analyze the major philosophical traditions and theoretical frameworks that inform the post-modern practice of family therapy. Students will be introduced to two of the most recently developed models of post-modern practice; the general social constructionist approach and the collaborative approach. Students will be encouraged to examine the similarities and differences in philosophical, theoretical and practice principles of these two post-modern practices and their role in influencing the construction of clinical realities. Students will be facilitated to actively experiment with the newly learned approaches in actual cases in their daily practice with a view to evolving their own personal style of family therapy.

Intended Learning Outcomes

Upon completion of the subject, students will be able to:

a. examine the influences of post-modern perspectives in family therapy.

b. understand the role of social theories and philosophical traditions in the development of post-modern family therapy models, including Social Constructionism, Hermeneutics, and Post-structuralism.

c. understand the philosophical premises, theoretical assumptions, practice principles, and ethical principles underlying the two major family therapy approaches, Collaborative Practice and Social Constructionist approaches.

d. creatively apply post-modern family therapy approaches to different family problems and issues in the context of Hong Kong.

e. begin to develop their own personal style of family therapy in light of the postmodern
family therapy approaches studied.

Subject Synopsis/Indicative Syllabus

1. Post-modern Movement in Family Therapy.
4. Current trends in development of post-modern practice in Hong Kong and other parts of the world.
5. Philosophical premises, theoretical assumptions, practice principles and ethical guidelines underlying the Collaborative approach to family therapy.
6. Integration of the major approaches with different family problems in the context of Hong Kong.
7. Issues of developing a personalized style to family therapy.

Teaching/Learning Methodology

The main pedagogical approach for this subject is based on the action learning approach. Through attending the lectures and reading the relevant materials, students will develop a conceptual understanding of the subject. They will be expected to actively experiment with the newly learned concepts in actual cases. Their experimentation will be presented to the whole class so as to get feedback from other students and the teacher. Based on the feedback, students will pursue further experimentation with their newly acquired knowledge in family therapy 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 case, and individual and group presentation and reflection.

Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group Presentation</td>
<td>30%</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2. Paper</td>
<td>60%</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4. Class Participation</td>
<td>10%</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
1. Group Presentation (30%)
Group presentations will emphasize a post-modern orientation to approach the family situation and to offer new possibilities for co-creating new realities. Every group will submit a brief PowerPoint report of the case at the time of the presentation.

The presentation and the report will be graded according to the students’ effort in putting post-modern concepts into practice with real life cases (10%), demonstration of post-modern ideas in role-play (10%), team cooperation and the organization of the presentation (5%), and the PowerPoint report (5%).

2. Paper (60%)

Reflection on the application of collaborative practice
   a) Reflect on the experience of the lecture/workshop/your group presentation on collaborative practice and describe “new” sense of Collaborative approach
   b) Describe how you will take your “new” learning to your everyday life or work.
   c) Discuss the applicability of the collaborative therapy to the specific social service setting by which you are rendering family therapy. You may specifically discuss how some of the organizational worldview and practice prevent the post-modern practice.
   (Students may choose a & b or a & c)
   (Word limit: 3000)

3. Class Participation (10%)

Knowledge and learning is a co-created process, therefore, it is essential that students actively participate in dialogues with subject and seminar teachers and their fellow students throughout the semester. Attendance and participation in discussion will be graded.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
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<tbody>
<tr>
<td></td>
<td>Lecture 27 Hrs.</td>
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<tr>
<td></td>
<td>Seminar 12 Hrs.</td>
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Other student study effort:

- Preparatory and discussion for group projects 20 Hrs.
- Reading prescribed books & articles 30 Hrs.

Assignment 28 Hrs.

Total student study effort 117 Hrs.

Reading List and References

Essential


Supplementary

Paradigm Shift in Family Therapy in the late 1970s


Social Constructionist Approach


Postmodern Collaborative-dialogic Approach

More Harlene Anderson’s articles on http://www.harleneanderson.org/index.htm

Other

Tomm, K. (1989). Externalizing the problem and internalizing personal agency, Journal of Strategic and Systemic Therapies, 8(1)