

Subject Description Form

Subject Code	APSS5113														
Subject Title	Postmodern Family Therapy: Feminist, Social Constructionist & Collaborative Practice Approaches														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Group Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2. Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Class Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</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 Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group Presentation	0%	40%	2. Paper	40%	0%	3. Class Participation	20%	0%
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Objectives	<p>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.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Post-modern Movement in Family Therapy. 2. Impact of theoretical frameworks on the evolution of family therapy: Social Constructionism, Feminist, Hermeneutics, Narrative theory and Post-structural Theory. 3. Evolution of post-modern practice in family therapy and its relationship with social work practice. 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	<p>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.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="432 1395 1469 1845"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Group Presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Class Participation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Group Presentation (40%) <p>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</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Group Presentation	40%	✓	✓	✓	✓	✓	2. Paper	40%	✓	✓	✓	✓	✓	4. Class Participation	20%	✓	✓	✓	✓	✓	Total	100 %					
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	<p>submit a brief PowerPoint report of the case at the time of the presentation.</p> <p>The presentation and the report will be graded according to the students' effort in putting post-modern concepts into practice with real life cases (15%), demonstration of post-modern ideas in role-play (15%), team cooperation and the organization of the presentation (5%), and the PowerPoint report (5%).</p> <p>2. Paper (40%)</p> <p>Reflection on the application of collaborative practice</p> <ol style="list-style-type: none"> 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) <p>3. Class Participation:</p> <p>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.</p>	
<p>Student Study Effort Expected</p>	Class contact:	
	<ul style="list-style-type: none"> • Lecture 	27 Hrs.
	<ul style="list-style-type: none"> • Seminar 	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Preparatory and discussion for group projects 	20 Hrs.
	<ul style="list-style-type: none"> • Reading prescribed books & articles 	30 Hrs.
	Assignment	28 Hrs.
	Total student study effort	117 Hrs.
<p>Medium of Instruction</p>	English / Chinese	
<p>Medium of Assessment</p>	English / Chinese	
<p>Reading List and References</p>	<p>Essential</p> <p>Anderson, H. (1997). <i>Conversation, language, and possibilities: A postmodern approach to therapy</i>. New York, NY: Basic Books.</p> <p>Gergen, K. J. (2009). <i>Relational being: Beyond self and community</i>. Oxford, England: Oxford University Press.</p>	

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Supplimentary

Paradigm Shift in Family Therapy in the late 1970s

Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. New York, NY: Basic Books.

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Laird, J. (1995). Family-centered practice in post-modern era. *Families in Society: The Journal of Contemporary Human Services*, 76(3), 150-162.

Leupnitz, D. (1988). *The family interpreted: Feminist therapy in clinical practice*. New York, NY: Basic Books.

Sluzki, C. E. (1983). Process, structure, and worldviews: Toward an integrated view of systematic models in family therapy. *Family Process*, 22, 469-476.

Social Constructionist Approach

Gergen, K. J. (1991). *The Saturated Self*. New York, NY: Basic Books.

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

Gergen, K. J. (2010). Kenneth Gergen talks about social constructionist ideas, theory and practice. Retrieved from <http://vimeo.com/15676699>

McNamee, S. & Gergen, K. J. (1992). *Therapy as social construction*. London, England: Sage.

Sung-Chan, P.L., & Tsoi . S. K. (2007) Construction of self: The life histories of women's marriage in Beijing, China. *Social Work Research*, 5, 82-104.

Yuen-Tsang, W. K., & Sung-Chan, P. L. (2005). The social construction of concealment among Chinese women in abusive marriages in Hong Kong. *Affilia*, 20, 248-299.

Postmodern Collaborative-dialogic Approach

Anderson, H., & Goolishian, H. (1992). The client is the expert: A not-knowing approach to therapy. In S. McNamee & K. Gergen (Eds.), *Therapy as social construction* (pp. 25-39). Newbury Park, CA: Sage.

Anderson, H. (1997). What we can learn when we listen to and hear clients' stories. *Voices: The Art and Science of Psychotherapy*, 33(1), 4-8.

Anderson, H. (2000). Becoming a postmodern collaborative therapist: A clinical and theoretical journey Part I. *Journal of the Texas Association for Marriage and Family Therapy*, 5(1), 5-12. <http://www.harleneanderson.org/index.html>

Anderson, H. (2001). Becoming a postmodern collaborative therapist: A clinical and theoretical journey Part II. *Journal of the Texas Association for Marriage and Family Therapy*, 6(1), 4-22. <http://www.harleneanderson.org/index.html>

Anderson, H. (2001). Postmodern collaborative and person-centered therapies: What would Carl Rogers say? *Journal of Family Therapy*, 23, 339-360.

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Anderson, H. (2007). The heart and spirit of collaborative therapy: A way of being. In H. Anderson & D. Gehart (Eds.), *Collaborative therapy: Relationships and conversations that make a difference* (pp. 43-59). New York, NY: Taylor & Francis.

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conversations that make a difference. New York, NY: Routledge.

Anderson, H. (2008). *Postmodern social construction collaborative practices: Creating successful relationships, conversations & possibilities*. <http://www.harleneanderson.org/writings/postmoderntherapieschapter.htm>

Anderson, H. (2008). 合作取向治療. 臺北: 張老師文化

Anderson, H. (2009). Collaborative practice: Relationships and conversations that make a difference. In J. Bray & M. Stanton (Eds.). *The Wiley handbook of family psychology* (pp. 300– 313). Malden, MA: Blackwell.

Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for relationally responsive practice. *Family Process*, 51(1), 8-24.

More Harlene Anderson's articles on <http://www.harleneanderson.org/index.htm>

Other

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing*. New York, NY: Basic Books.

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