

Subject Description Form

Subject Code	APSS513																	
Subject Title	Advanced Practice Methods: Brief Therapy																	
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: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Seminar Reflection Paper</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Practice Assignment</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Class Participation</td> <td style="text-align: center;">10%</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. Seminar Presentation	0%	20%	2. Seminar Reflection Paper	20%	0%	3. Practice Assignment	50%	0%	4. Class Participation	10%	0%
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Objectives	<p>Students are to learn and examine brief family therapy models under the family systems perspective. Special emphasis is given to Solution-focused Brief Therapy. Students are expected to understand the roots and meta-theoretical assumptions of brief family therapy models. They will also be provided with specific guidelines and practice skills for doing therapy in a more focused, goal-directed and collaborative way. By using case examples and extensive sharing of practice experience, students will be facilitated to actively experiment this learned approach and develop their own personal style of articulating brief 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. understand the family organization and patterns of dysfunction within a family systems perspective. b. develop a strong grasp of and appraise the basic assumptions and theoretical foundation of brief family therapies. c. acquire knowledge and skills in brief family therapy, particularly in Solution-focused Brief Therapy. 																	

	<ul style="list-style-type: none"> d. adapt brief family therapy skills and techniques in the local context. e. begin to develop own personalized approach to brief family therapy. 																			
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Historical development and basic assumptions of brief family therapy <ul style="list-style-type: none"> a. The influence of G. Bateson and M.H. Erickson b. The paradigmatic shift of System Theory c. Orientation of brief family therapy d. Common foci in brief family therapy 2. Brief family therapy models <ul style="list-style-type: none"> a. Strategic family therapy b. The Mental Research Institute (MRI) c. Solution focused brief therapy 3. The process of change <ul style="list-style-type: none"> a. The dilemma of change b. Finding focus c. Forming hypothesis d. Negotiating change e. Maintaining change and prevention of relapse 4. Skills in practicing Solution-focused Brief Therapy <ul style="list-style-type: none"> a. Engagement b. Questioning skills c. Change maintenance d. Termination, relapse prevention and evaluation of Solution-focused Brief Therapy 5. Ethical issues in practicing brief family therapy 6. Towards a personalized approach 																			
Teaching/Learning Methodology	<p>Students' learning is realized through attendance in lectures, seminars, practice demonstrations, reading assignments, case studies, practice workshops and practice assignments. They are expected to prepare adequately before class and to participate actively in class activities which include skills workshop, seminar presentation and discussion. Reflection on current practice models is encouraged.</p>																			
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 10%;">a</th> <th style="width: 10%;">b</th> <th style="width: 10%;">c</th> <th style="width: 10%;">d</th> <th style="width: 10%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Seminar Presentation	20%	✓	✓	✓	✓	✓
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	2. Seminar Reflection Paper	20%	✓	✓	✓	✓	✓
	3. Practice Assignment	50%			✓	✓	✓
	4. Class Participation	10%	✓	✓	✓	✓	✓
	Total	100 %					
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to actively share and discuss their learning and ideas with others during lectures and seminars. All students are required to complete individual and group assignments.</p>						
	<p>1. Seminar Presentation (20%)</p> <p>The purposes of seminar presentation are to give students a platform to examine, comment and integrate the theories and concepts of brief family therapy models learnt in classroom setting.</p> <p>The seminar format is:</p> <ol style="list-style-type: none"> response to the seminar topic; discussion: responsible students should prepare background information or cases for discussion; feedback from students and tutor. <p>2. Seminar Reflection Paper (20%)</p> <p>After seminar presentation, each group member is required to write up a short paper on his/her responsible topic of the seminar. The seminar paper should be submitted within 2 weeks after the presentation. Please keep it within 5 pages (excluding cover sheet and references) of A4 sized paper with one and half spacing in English.</p> <p>3. Practice Assignment (50%)</p> <p>It aims at providing the student an opportunity to use their newly grasped concepts, philosophy, skills and techniques of brief therapies in students' practice contexts. Each student is required to audio-video-tape a 10-minutes helping interview (best in genuine cases) in using Solution-focused Therapy and have it transcribed into verbatim with analysis and suggestion.</p> <p>4. Class Participation (10%)</p>						
Student Study Effort Expected	Class contact:						
	▪ Lecture		27 Hrs.				
	▪ Practice Workshop		12 Hrs.				

	Other student study effort:	
	▪ Seminar preparation & reading	40 Hrs.
	▪ Skill practice	26 Hrs.
	Total student study effort	105 Hrs.
Medium of Instruction	English supplemented with Chinese	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Berg, I. (1994). <i>Family Based Services: A Solution-focused Approach</i>. NY: W.W. Norton.</p> <p>Berg, I. (1992). <i>Working with the Problem Drinkers: A Solution-focused Approach</i>. NY: W.W. Norton.</p> <p>Cade, B., & O'Hanlon, W.H. (1993). <i>A Brief Guide to Brief Therapy</i>. NY: W.W. Norton.</p> <p>De Jong, P., & Berg, I. (2008). <i>Interviewing for Solutions</i>. Belmont, Calif.: Thomson Books/Cole.</p> <p>De Shazer, S., Dolan, Y. & Korman. H. (Eds.) (2007). <i>More than Miracles: The State of the Art of Solution-focused Brief Therapy</i>. New York: Haworth Press.</p> <p>O'Connell, B. (2012). <i>Solution-focused Therapy</i>. London: SAGE.</p> <p>Quick, E.K. (2008). <i>Doing What Works in Brief Therapy: A Strategic Solution-focused Approach</i>. New York: Academic Press.</p> <p><u>Supplementary</u></p> <p>Chevalier, A.J. (1995). <i>On the Client's Path: A Manual for the Practice of Solution-focused Therapy</i>. Oakland, Calif.: New Harbinger Publications.</p> <p>De Shazer, S. (1985). <i>Keys to Solutions of Brief Therapy</i>. New York: W.W. Norton.</p> <p>De Shazer, S. (1991). <i>Putting Difference to Work</i>. New York: W.W. Norton.</p> <p>De Shazer, S. (1982). <i>Patterns of Brief Family Therapy: An Ecosystemic Approach</i>. New York: Guildford Press.</p> <p>De Shazer, S. (1988). <i>Clues: Investigating Solutions in Brief Therapy</i>. New York: W.W. Norton.</p> <p>Haley, J. (1990). <i>Strategies of Psychotherapy</i>. Rockville, Md.: Triangle Press.</p> <p>Haley, J. (1986). <i>Uncommon Therapy: The Psychiatric Techniques of Milton H. Erickson</i>. New York: Norton.</p> <p>Haley, J. (1997). <i>Leaving Home: The Therapy of Disturbed Young People</i>. New York: Brunner /Mazel.</p> <p>Haley, J. (1984). <i>Ordeal Therapy</i>. San Francisco, Calif.: Jossey-Bass.</p> <p>Haley, J. (1987). <i>Problem-solving Therapy</i>. San Francisco: Jossey-Bass.</p> <p>Hoffman, L. (1981). <i>Foundations of Family Therapy: A Conceptual Framework for Systems Change</i>. New York: Basic Books.</p>	

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Supplementary (Chinese)

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- 楊家正、游達裕、梁玉麒編 (2001) 《解困之道 – 尋解面談應用手冊及個案匯編》。香港：香港大學出版社。
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- De Jong, P. & Berg, I/ 李慧貞譯 (2006) 《建構解決之道的會談：焦點解決短期治療》。臺北市：心理出版社。
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