

## Subject Description Form

<b>Subject Code</b>	APSS576																	
<b>Subject Title</b>	Practicum																	
<b>Credit Value</b>	2																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>APSS5760 Evolution in Family Therapy: Structural &amp; Systemic Approaches</p> <p>APSS5113 Postmodern Family Therapy: Feminist, Social Constructionist &amp; Collaborative Practice Approaches</p> <p>One subject in the area of “Marriage &amp; Family Therapy” and</p> <p>One subject in the area of “Human Development”</p>																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Agency &amp; Coordinator Evaluation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Performance in Supervision</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Individual Case Presentations</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Documentation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Agency & Coordinator Evaluation	30%	0%	2. Performance in Supervision	30%	0%	3. Individual Case Presentations	20%	0%	4. Documentation	20%	0%
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<b>Objectives</b>	<p>As part of the requirement of AAMFT clinical membership, students are required to complete a supervised internship of 500 hours of face-to-face client contact. Before the start of Clinical Internship, students should have 300 direct practice hours of working with relational problems in marriage and family practice.</p> <p>Through exposure to real life situations and handling of assignments in agency settings, students are expected to develop competence in couple and family therapy. This subject also facilitates the integration of theory and practice and the development of professional qualities of the students.</p>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Apply the knowledge gained from the coursework to work with the real life individual, couple and family cases.</li> <li>b. Gain the knowledge to participate in the day-to-day processes and to work with</li> </ol>																	

	<p>the organizational dynamics of an agency.</p> <p>c. Utilize supervisory feedback to further develop their practice competence.</p> <p>d. Develop and maintain an appropriate use of self in the clinical context.</p>																																								
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The following activities aim to enhance student's competence in realizing the education outcomes of the practicum training:</p> <ol style="list-style-type: none"> <li><b>Learning Experiences</b> The students will start the practicum in accordance to their plans endorsed by the clinical supervisor and agency staff of the practicum setting.</li> <li><b>Clinical Supervision</b> The student will be provided with group and individual supervision by a clinical supervisor on a weekly /bi-weekly basis.</li> <li><b>Practicum Evaluation</b> Practicum evaluation is an on-going process and is carried out continuously. The evaluation is a comprehensive appraisal of the student's performance on the job, competence in integrating theory and practice with individual, couple and family cases in the special social, cultural, and community contexts.</li> </ol>																																								
<b>Teaching/Learning Methodology</b>	<p>By means of supervision, live-case consultation and observation, students are coached by their supervisors to try to practice professional values, knowledge, and skills in a designated service setting. Through induction and workshops, guided observations, reflection exercises, and group supervision sessions, students are enabled to apply basic systemic and relational perspectives into practice, and make personal and contextual reflection.</p>																																								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Agency &amp; Coordinator Evaluation</td> <td>30%</td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Performance in Supervision</td> <td>30%</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Individual Case Presentations</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Documentation</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Evaluation is a continuous, on-going and interactive process involving active participation of both the student and the clinical supervisor. During supervisory sessions, student's performance is discussed. At the mid-placement evaluation, the supervisor will conduct a verbal informal session to provide a thorough feedback to</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Agency & Coordinator Evaluation	30%		✓		✓	2. Performance in Supervision	30%	✓		✓		3. Individual Case Presentations	20%	✓		✓	✓	4. Documentation	20%	✓		✓	✓	Total	100 %				
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	<p>students. A formal evaluation session will be held at the end of the practicum.</p> <p>In sum, the following assessment methods are used to align with the learning outcomes:</p> <ol style="list-style-type: none"> <li>1. <b>Ongoing assessments</b> of students' performance through supervision, live-case consultation and observation. Students will be given a grade in accordance with the following assessment criteria: <ul style="list-style-type: none"> <li>• General evaluation (understand practicum agency and clientele groups; use of supervision, etc.)</li> <li>• Perceptual competencies (determine who the client is; integrate client feedback, assessment, contextual information, and diagnosis with treatment goal and plan; distinguish differences between content and process issues and their impact on therapy, etc.)</li> <li>• Conceptual competencies (know a systemic framework for assessment and diagnosis; understand principles of human development, human sexuality, gender development, family development and processes; know which models, modalities, and/ or techniques are most effective for the presenting problem, etc.)</li> <li>• Executive competencies (apply different therapy models; diagnose and assess client problems systemically and contextually, etc.)</li> <li>• Therapist's utilization of self (self-awareness; creativity; openness, etc.)</li> <li>• Documentation</li> </ul> </li> <li>2. <b>Self-assessment</b> through writing logs, reflective journals, and self-evaluation reports</li> <li>3. <b>Agency staff and practicum coordinator's feedback</b> on students' performance will be taken into consideration</li> </ol>	
<b>Student Study Effort</b>	Class contact:	
	<ul style="list-style-type: none"> <li>• Clinical supervision</li> </ul>	60 Hrs
	Other Study Effort:	
	<ul style="list-style-type: none"> <li>• Direct client contact hours</li> </ul>	300 Hrs
	<ul style="list-style-type: none"> <li>• Documentation</li> </ul>	120 Hrs
	<ul style="list-style-type: none"> <li>• Preparation for supervision discussions</li> </ul>	30 Hrs
	Total student study effort	510 Hrs
<b>Medium of Instruction</b>	English / Chinese	
<b>Medium of Assessment</b>	English / Chinese	
<b>Reading List and References</b>	<p>All students have to read the Practicum Manual for the MASW-FCPFT. The supervisors will assign readings that are relevant to the nature and settings of the practicum. Below is a reading list.</p> <p><u>Essential</u></p>	

- Gehart, D. (2014). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont, CA: Brooks/Cole.
- Goldenberg, I. & Goldenberg, H. (2013). *Family therapy: An overview. (8th ed.)*. Brooks/Cole.
- Wilcoxon, S. A., Remley, T. P., Jr., Gladding, S. T., & Huber, C. H. (2013). *Ethical, legal and professional issues in the practice of marriage and family therapy (5th ed.)*. Upper Saddle River, NJ: Pearson Education.
- 趙文滔 & 許皓宜 (2012)。關係的評估與修復：培養家庭治療師必備的核心能力。台灣：張老師文化。
- 霍玉蓮 (2004)。婚姻與家庭治療 - 理論與實務藍圖 (第二版)。香港：突破。

#### Supplementary

- Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. New York, NY: Basic Books.
- Anderson, H. (2003). Postmodern social construction therapies. In G. Weeks, T. L. Sexton & M. Robbins (Eds.). *Handbook of family therapy*. New York, NY: Brunner-Routledge.
- Argyris, C., & Schön, D. A. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco, CA: Jossey-Bass.
- Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York, NY: Guilford Press.
- Boscolo, L., & Bertrando, P. (1996). *Systemic therapy with individuals*. London, England: Karnac Books.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York, NY: Jason Aronson.
- Carter, B. & McGoldrick, M. (Ed.). (1989). *The changing family life cycle: A framework for family therapy (2nd ed.)*. Boston, MA: Allyn & Bacon.
- De Jong, P., & Berg, I. (2008). *Interviewing for solutions*. Belmont, CA: Thomson Books.
- De Shazer, S., Dolan, Y., & Korman, H. (Eds.). (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York, NY: Haworth Press.
- Hayes, S. C., & Strosahl, K. (2004). *A practical guide to acceptance and commitment therapy*. New York, NY: Springer.
- Hoffman, L. (1981). *Foundations of family therapy: A conceptual framework for systems change*. New York, NY: Basic Books.
- Johnson, S.M. (2003). The revolution in couple therapy: A practitioner-scientist perspective. *Journal of Marital & Family Therapy*, 29, 365-385.
- Kerr, M. E. & Bowen, M. (1988). *Family evaluation: An approach based on Bowen theory*. New York, NY: Norton.
- Madanes, C. (1988). *Behind the one-way mirror*. San Francisco, CA: Jossey-Bass.
- McGoldrick, M. & Gerson, R. (1985). *Genograms in family Assessment*. New York, NY: Norton.
- McGoldrick, M., Anderson, C. M., & Walsh, F. (Eds.). (1989). *Women in families*. New York, NY: Norton.
- Minuchin, S. (1974). *Families & family Therapy*. Cambridge, MA: Harvard University Press.
- Minuchin, S., & Fishman, C. H. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
- Minuchin, S., Nichols, M. P., & Lee, W. Y. (2007). A four-step model for assessing families and couples: From symptom to psyche. Boston, MA: Allyn & Bacon.
- Moorhouse, A., Carr, A. (2002). Gender and conversational behaviour in family therapy and live supervision. *Journal of Family Therapy*, 24, 46-57.
- Nelson, T.S. (1999). The basic skills evaluation device. *Journal of Marital and Family Therapy*, 25, 15-30.

- Nichols, M. P., & Schwartz, R. C. (2013). *Family therapy: Concepts and methods* (10<sup>th</sup> ed.). New York, NY: Pearson.
- Papp, P. (Ed.). (2000). *Couples on the fault line: New directions for therapists*. New York, NY: Guilford Press.
- Selvinii, M. P., Boscolo, L., Cecchin, G., & Prata, G. (1980). Hypothesizing – circularity – Neutrality: Three guidelines for the conductor of the session. *Family Process*, 19(1), 3 -12.
- Siegel, D. (2012). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford.
- Tomm, K. (1987). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist, *Family Process*, 26(1), 3-13.
- Tomm, K. (1987). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing, *Family Process*, 26(2), 167-183.
- White, M. (1990). *Narrative means to therapeutic ends*. New York, NY: W. W. Norton.
- White, M. (1997). *Narratives of therapists' lives*. Adelaide, Australia: Dulwich Centre.
- White, M. (1993). *Re-authoring lives*. Adelaide, Australia: Dulwich Centre.
- White, M. (1993). *Experience, contradiction, narrative and imagination*. Adelaide, Australia: Dulwich Centre.
- White, M. (2000). *Reflections on Narrative Practice*. Adelaide, Australia: Dulwich Centre.