

## Subject Description Form

<b>Subject Code</b>	APSS5779									
<b>Subject Title</b>	Narrative Therapy									
<b>Credit Value</b>	3									
<b>Level</b>	5									
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil									
<b>Assessment Methods</b>	<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;">40%</td> </tr> <tr> <td>2. Case presentation</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Practice</td> <td style="text-align: center;">20%</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 all the components if he/she is to pass the subject.</li> </ul>		100% Continuous Assessment	Individual Assessment	1. Term paper	40%	2. Case presentation	40%	3. Practice	20%
100% Continuous Assessment	Individual Assessment									
1. Term paper	40%									
2. Case presentation	40%									
3. Practice	20%									
<b>Objectives</b>	<p>In this subject, students are to learn one of the most recently developed models in post-modern practice: Narrative Therapy. Students are expected to grasp and critically appraise the major philosophical traditions and theoretical frameworks that inform Narrative Therapy. Students will be coached to examine the theoretical and practice principles and to develop the essential skills of Narrative Therapy. Students are encouraged to reflect and reformulate their own practice position as informed by the post-modern paradigm. Students will be facilitated to actively experiment this newly learned approach with actual cases in their daily practice so as to evolve their own personal style of family therapy.</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. Examine the influences of post-modern perspectives in family therapy.</li> <li>b. Understand and appraise the philosophical premises, theoretical assumptions, practice and ethical principles underlying the development of Narrative Therapy;</li> </ol>									

	<ul style="list-style-type: none"> <li>c. Develop a strong grasp of the various practice skills of Narrative Therapy;</li> <li>d. Critically examine own stance of practice amidst the post-modern turn;</li> <li>e. Creatively integrate the approach with different family problems and issues in the practice context of Hong Kong;</li> <li>f. Begin to develop own personal style of family therapy in light of the Narrative approach studied</li> </ul>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ul style="list-style-type: none"> <li>1. Philosophical and theoretical underpinnings of Narrative Therapy: <ul style="list-style-type: none"> <li>▪ Post-modernism</li> <li>▪ Post-structuralism, and</li> <li>▪ Social Constructionism</li> </ul> </li> <li>2. The story metaphor in narrative therapy <ul style="list-style-type: none"> <li>▪ Life as story and its power in shaping life and identity</li> <li>▪ The contribution of therapist in re-storying life and identity</li> </ul> </li> <li>3. The practice maps of Narrative Therapy <ul style="list-style-type: none"> <li>▪ Externalizing/Scaffolding conversations</li> <li>▪ Re-authoring conversation</li> <li>▪ Re-membering conversations</li> <li>▪ Definitional ceremony and outsider-witness practice</li> <li>▪ Therapeutic documents</li> <li>▪ Community assignment</li> </ul> </li> <li>4. Ethical issues in practicing Narrative Therapy</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>The main pedagogical approach for this subject is based on the action learning approach. Through attending the lectures and reading of the relevant materials, students will develop a conceptual understanding of the subject. They will be expected to actively experiment the newly learned concepts with actual cases. Their experimentation will be presented to the whole class so as to get feedback from other fellow students and teacher. Based on the feedback, they will make further experimentation with the newly acquired knowledge for 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 cases, and individual and group presentation and reflection.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Term paper	40%	✓	✓		✓	✓	
	2. Case Presentation & participation	40%			✓	✓	✓	✓
	3. Practice	20%	✓					✓
Total	100 %							
<b>Student Study Effort</b>	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.					
<b>Medium of Instruction</b>	English supplemented with Chinese							
<b>Medium of Assessment</b>	English							
<b>Reading List and References</b>	<p><b><u>Key reference</u></b></p> <p>Freedman, J. and Combs, G. (1996). <i>Narrative Therapy: The Social Construction of Preferred Realities</i>. NY:W. W. Norton Co. Inc.</p> <p>Gergen, K. J. (1994). <i>Realities and relationship: Soundings in social construction</i>. MA: Harvard University Press.</p> <p>White, M. and Epston, D. (1990). <i>Narrative Means to Therapeutic Ends</i>. NY:W. W. Norton Co. Inc.</p> <p>White, M. (2001). 'Folk psychology and narrative practice'. <i>Dulwich Centre Journal</i> 2001 No. 2.</p> <p>White, M. (2007) <i>Maps of Narrative Practice</i>. New York:W. W. Norton</p> <p>丁惠芳 (編) (2006) <i>敘事治療外展青年工作</i>。香港：香港理工大學</p>							

### Supplementary

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- Parry, A., & Doan, R.E. (1994). *Story re-visions: Narrative therapy in the postmodern world*. New York: Guilford.
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- 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: 香港神託會。