

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: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. 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. Presentation	0%	20%	2. 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 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 therapy.</p>																	

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. apply the philosophy of solution focused brief therapy in practice. b. develop a strong grasp of and appraise the basic assumptions and theoretical foundation of solution focused brief therapy. c. acquire knowledge and skills in brief therapy, particularly in Solution-focused Brief Therapy. d. adapt solution focused brief therapy skills and techniques in the local context. e. begin to develop own personalized approach to solution focused brief therapy.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Historical development and basic assumptions of brief therapy <ol 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 therapy d. Common foci in brief therapy 2. Brief therapy models <ol style="list-style-type: none"> a. Strategic family therapy b. The Mental Research Institute (MRI) c. Solution focused brief therapy 3. Assumptions and philosophy of Solution focused brief therapy 4. Strategies, techniques and skills in practicing Solution focused brief therapy <ol style="list-style-type: none"> a. Engagement b. Goals setting c. Questioning skills d. Termination and evaluation 5. Application of Solution focused brief therapy in different settings 6. Critiques on Solution focused brief therapy 7. 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 practice workshop, seminar presentation and discussion. Reflection on current practice models is encouraged.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Presentation	20%	✓	✓	✓	✓	✓
2. Reflection Paper	20%	✓	✓	✓	✓	✓	
3. Practice Assignment	50%	✓	✓	✓	✓	✓	
4. Class Participation	10%	✓	✓	✓	✓	✓	
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students are expected to actively share and discuss their learning and ideas with others during lectures and workshops. All students are required to complete individual and group assignments.

- 1. Presentation (20%)**
The purposes of presentation are to give students a platform to examine, comment and integrate the theories and concepts of solution focused brief therapy learnt in classroom setting. The seminar format is:
 - response to the seminar topic;
 - discussion: responsible students should prepare background information or cases for discussion;
 - feedback from students and tutor.
- 2. Reflection Paper (20%)**
After presentation, each group member is required to write up a short paper on his/her responsible topic of the presentation. The presentation reflection paper uses to help students have more in-depth personal reflection of the relevant topics. The presentation reflection paper is about 1000 words.
- 3. Practice Assignment (50%)**
It aims at providing the student an opportunity to use their newly grasped concepts, philosophy, skills and techniques of solution focused brief therapy in students' practice contexts. Each student is required to audio-video record a 10-minute helping interview (best in genuine cases) in using Solution focused brief therapy and have it transcribed into verbatim with analysis and suggestion.
- 4. Class Participation (10%)**

Student Study Effort Expected	Class contact:	
	▪ Lecture (including group presentation in class)	27 Hrs.
	▪ Practice Workshop	12 Hrs.
	Other student study effort:	
	▪ Presentation preparation & reading	40 Hrs.
	▪ Skill practice	26 Hrs.
	Total student study effort	105 Hrs.
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. Cade, B., & O'Hanlon, W.H. (1993). <i>A brief guide to brief therapy</i>. NY: W.W. Norton. De Shazer, Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. (2021). <i>More than miracles : The state of the art of solution-focused brief therapy</i> (Classic ed.). New York, NY: Routledge. De Jong, P., & Berg, I. (2013). <i>Interviewing for Solutions</i> (4th ed.). Belmont, CA: Thomson Books/Cole.</p> <p>O'Connell, B. (2012). <i>Solution-focused therapy</i>. SAGE Publications Ltd, https://doi.org/10.4135/9781473957794 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>Berg, I. (1992). <i>Working with the problem drinkers: A solution-focused approach</i>. NY: W.W. Norton. 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. De Shazer, S. (1985). <i>Keys to solutions of brief therapy</i>. New York: W.W. Norton. De Shazer, S. (1982). <i>Patterns of brief family therapy: an ecosystemic approach</i>. New York: Guilford Press. De Shazer, S. (1988). <i>Clues: investigating solutions in brief therapy</i>. New York: W.W. Norton. Haley, J. (1997). <i>Leaving home: the therapy of disturbed young people</i>. New York: Brunner /Mazel. Hawkes, D., Marsh, T., Wilgosh, R. (1998). <i>Solution focused therapy: a handbook for health care professionals</i>. MA: Reed Educational and Publishing Ltd. Duncan, B.L. & American Psychological Association. (2010). <i>The heart & soul of change: what works in therapy</i> (2nd ed.). Washington, DC: American Psychological Association. Hudson, P., & O'Hanlon, W. (1991). <i>Rewriting love stories: brief marital therapy</i>. New York: Norton. Karl, R. (1986). <i>Strategies that work: techniques for solutions in the schools</i>. Milwaukee: BFTC Press. Lipchik, E. (2002). <i>Beyond technique in solution-focused therapy: working with emotions and the therapeutic relationship</i>. New York, NY: The Guilford Press. McNeilly, R.B. (2000). <i>Healing the whole person: a solution-focused approach to using empowering language, emotions, and actions in therapy</i>. New York: John Wiley & Sons, Inc.</p>	

Miller, G. (1997). *Becoming miracle workers: language and meaning in brief therapy*. New York: Aldine De Gruyter.

Nichols, M. P. (2021). *Family therapy: concepts and methods (12th edition.)*. Pearson.

O'Hanlon, W., & Weinner-Davis, M. (1989). *In search of solutions: a new direction in psychotherapy*. New York: Norton.

Selekman, M.D. (1997). *Solution-focused therapy with children: harnessing family strengths for systemic change*. New York, NY: The Guilford Press.

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Trepper, T.S., Dolan, Y., McCollum, E.E., & Nelson, T. (2006). Steve de Shazer and the future of solution-focused therapy. *Journal of Marital and Family Therapy*, 32(2): 133-139.

Young, K.C., Chu, C. K., & Ho W. S. (1994). Solution-focused therapy in Hong Kong: Practice and reflection. *Hong Kong Journal of Social Work*, 28(2), 33-41.

Zatloukal, L. (2024). The Pie of Inspiration: Positioning the Therapist's and Client's Knowledge in Solution-Focused Brief Therapy. *Contemporary Family Therapy*, 46(1), 87-99. <https://doi.org/10.1007/s10591-023-09663-y>

Supplementary (Chinese)

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游達裕、朱志強、陳偉業 (2017)。尋解新趨勢。香港：策馬文創有限公司。

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