

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A 2012/2013**

Part I

Course Title:	Narrative-based Therapeutic Conversations: Theory and Practice
Course Code:	SS5805
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course aims to offer an overview of the “narrative turn” in human sciences and examine the role and application of narrative (de)construction in counselling and psychotherapy, with dual foci on the theoretical work underpinning narrative-based therapeutic systems, notably Narrative Therapy, and the development of skilled performance in opening up narrative space and navigating (de)constructing and re-authoring conversations in therapeutic work in human services and other professional/occupational contexts.

Course Intended Outcomes (CILOs)

Upon successful completion of the course, students should be able to:

No.	CILOs	Weighting
1.	Examine and explain how human beings lead storied lives and how narratives play a central role in giving meaning to people's lived experience, in self and identify construction, and in creating multiple realities that people live in.	20%
2.	Critically examine discursive formations that furnish dominant discourses to condition and constraint how people make sense of their lived experience and perceive the world they live in.	20%
3.	Describe and evaluate how the "narrative turn" in human sciences has re-fashioned professional worldviews and therapeutic practices, as expressed in narrative-based systems of counselling and psychotherapy.	20%
4.	Demonstrate skilled performance in practicing narrative therapy, as an exemplar of narrative-based therapeutic systems, in helping people to work through trauma, losses, and personal failures in life.	40%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours/week (if applicable)
CILO 1	√	√		√	
CILO 2	√			√	
CILO 3	√	√	√		
CILO 4		√	√	√	

TLA1: Lectures

Intellectual resource will be presented in short lectures and, if feasible, with illustrations drawn from therapeutic work in counselling and psychotherapy.

TLA2: Video- and live demonstration

Media resources, notably video demonstrations of narrative-based therapeutic systems by master therapists (Michael White, David Epston, Harlene Anderson, Stephen Madigan) that students have online access via the Run Run Shaw Library of CityU, will be used in an integrated manner with short lectures and live demonstrations, the latter being staged to explore narrative-based therapeutic work with people in the local context.

TLA3: Role-play and peer counselling

Skilled performance in practicing Narrative Therapy is developed through both in-class and off-class role-plays and peer counselling. Role-plays are largely structured by the teacher. Peer counselling is organized as self-directed learning, which also contributes to student assessment.

TLA4: Group presentation

Students host workshops to explore how ideas of narrative-based therapeutic systems may be usefully applied to help people who are facing chronic difficulties or living on the fringe.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting
CILO 1, 2, & 3	AT1: Group presentation	40%
CILO 3 & 4	AT2: Term paper	60%

AT1: Group presentation

Performance of students working as a group to plan, design, and host workshops that explore how ideas of narrative-based therapeutic systems may be usefully applied to help specific client groups will be assessed along three assessment dimensions: (a) quality of learning that the audience gains; (b) the quality of intellectual work being tapped; and (c) how ideas drawn from narrative-based therapeutic systems are applied in therapeutic work with people who are going through trauma and losses, or are coping with personal failures in life.

AT2: Term paper

Students write an individual paper of around 3,000 words documenting and reflecting on their experience in practicing ideas of Narrative Therapy in peer counselling, in the role of counsellor and/or client.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Excellent demonstration of understanding and appraising the various intervention models taught in classes. Excellent mastery of assessment skills in the role play. Excellent deliberation on the details of an intervention plan for a person with mental health problem.
B+ B B-	Good demonstration of understanding and appraising the various intervention models taught in classes. Good mastery of assessment skills in the role play. Good deliberation on the details of an intervention plan for a person with mental health problem.
C+ C C-	Adequate demonstration of understanding and appraising the various intervention models taught in classes. Adequate mastery of assessment skills in the role play. Adequate deliberation on the details of an intervention plan for a person with mental health problem.
D	Fair demonstration of understanding and appraising the various intervention models taught in classes. Fair mastery of assessment skills in the role play. Fair deliberation on the details of an intervention plan for a person with mental health problem.
F	Poor demonstration of understanding and appraising the various intervention models taught in classes. Poor mastery of assessment skills in the role play. Poor deliberation on the details of an intervention plan for a person with mental health problem.

Part III

1. Keyword Syllabus:

Time, narrative, and memory; the narrative quality of human experience; discursive formation and the social construction of human experience; life as a text – re-reading and re-writing life; narratives for self-construction; language use as a reality-creating activity; talk as possibilities; narrative construction of life in therapeutic conversations – narrative questioning, re-remembering conversation, re-authoring conversation, and de-constructing conversation; storied therapy – re-authoring lived experiences of trauma, losses, and personal failure; narrative practice in group and community work.

2. Essential Reading:

White, M. (2007). *Maps of narrative practice*. New York: W.W. Norton.

McLeod, J. (1997). *Narrative and psychotherapy*. London: Sage.

3. Recommended Reading:

- Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. New York: Basic Books.
- Angus, L. E., & McLeod, J. (Eds.). (2004). *The handbook of narrative and psychotherapy: Practice, theory, and research*. Thousand Oaks, CA: Sage.
- Ben-Ari, A. T. (1995). It's the telling that makes the difference. In R. Josselson, & A. Lieblich (Eds.), *Interpreting experience* (The Narrative Study of Lives, Volume 3) (pp. 153-172). Thousand Oaks, CA: Sage.
- Bochner, A. P., & Ellis, C. (Eds.). (2002). *Ethnographically speaking: Autoethnography, literature, and aesthetics*. Walnut Creek, CA: AltaMira Press. (GN 307.7 E84 2002 HKUST Library)
- Brown, C., & Augusta-Scott, T. (Eds.). (2007). *Narrative therapy: Making meaning, making lives*. Thousand Oaks, CA: Sage.
- Close, H. T. (1998). *Metaphor in psychotherapy: Clinical applications of stories and allegories*. San Luis Obispo, CA: Impact Publishers.
- Eakin, P. J. (2008). *Living autobiographically: How we create identity in narrative*. Ithaca, N.Y.: Cornell University Press.
- Eakin, P. J. (1999). *How our lives become stories: Making selves*. Ithaca, N.Y.: Cornell University Press.
- Etherington, K. (2000). *Narrative approaches to working with adult male survivors of sexual abuse: The clients', the counsellor's, and the researcher's stories*. London: Jessica Kingsley Publishers.
- Ferrara, K. W. (1994). *Therapeutic ways with words*. New York: Oxford University Press.
- Foote, C. E., & Frank, A. W. (1999). Foucault and therapy: The disciplining of grief. In A. S. Chambon, A. Irving, & L. Epstein (Eds.), *Reading Foucault for social work* (pp. 157-188). New York: Columbia University Press.
- Freeman, M. P. (1993). *Rewriting the self: History, memory, narrative*. London: Routledge.
- Friedman, S. (Ed.). (1993). *The new language of change: Constructive collaboration in psychotherapy*. New York: The Guilford Press.
- Gabriele, C. (2010). *Constructive psychotherapy: A narrative hermeneutic approach*. London: Routledge. (CUHK library)

- Gaita, R. (1991). Language and conversation. In A. P. Griffiths (Ed.), *Wittgenstein centenary essays*. Cambridge: Cambridge University Press.
- Grace, G. W. (1987). *The linguistic construction of reality*. London: Croom Helms.
- Hermans, H. J. M., & Hermans-Jansen, E. (1995). *Self-narratives: The construction of meaning in psychotherapy*. New York: The Guilford Press.
- Hinchman, L. P., & Hinchman, S. K. (Eds.). (1997). *Memory, identity, community: The idea of narrative in the human sciences*. Albany, N.Y.: State University of New York Press.
- Holstein, J. A., & Gubrium, J. F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York: Oxford University Press.
- Lieblich, A., McAdams, D. P., & Josselson, R. (Eds.). (2004). *Healing plots: The narrative basis of psychotherapy*. Washington, D.C.: American Psychological Association.
- Madigan, S., & Law, I. (Eds.). (1998). *Praxis: Situating discourse, feminism and politics in narrative therapies*. Vancouver, B.C.: The Cardigan Press.
- Parry, A., & Doan, R. E. (1994). *Story re-visions: Narrative therapy in the postmodern world*. New York: The Guilford Press.
- Raskin, J. D., & Bridges, S. K. (Eds.). (2008). *Studies in meaning 3: Constructive psychotherapy in the real world*. New York: Pace University Press.
- Ricoeur, P. (1984). *Time and narrative* (Volumes 1, 2, 3). Chicago: The University of Chicago Press.
- Riikonen, E., & Smith, G. M. (1997). *Re-imagining therapy: Living conversations and relational knowing*. London: Sage.
- Schechtman, M. (1996). *The constitution of selves*. Ithaca: Cornell University Press.
- Strong, T., & Nielsen, K. (2008). Constructive conversations: Revisiting selected developments with clients and counsellors. *Counselling and Psychotherapy Research*, 8(4), 253-260.
- Strong, T., & Paré, D. (2004). *Furthering talk: Advances in the discursive therapies*. New York: Kluwer Academic/Plenum.
- Wachtel, P. L. (1993). *Therapeutic communication: Principles and effective practice*. New York: Guilford Press.
- White, M. (Edited by David Denborough) (2011). *Narrative practice: continuing the conversation*. New York: W.W. Norton & Co.

White, M. (1995). *Re-authoring lives: Interviews & essays*. Adelaide, South Australia: Dulwich Center Publications.

White, M., & Morgan, A. (2006). *Narrative therapy with children and their families*. Adelaide, South Australia: Dulwich Center Publications.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W.W. Norton.

Zimmerman, J. L., & Dickerson, V. C. (1996). *If problems talked: Narrative therapy in action*. New York: The Guilford Press.

Media resources

Narrative therapy with Dr. Steve Madigan, Family Therapy with the Experts series. nps(vc) RC 488.5.N36 1998

"The Best of Friends" - An Interview with Michael White, Learning Opportunities through Master's Work Video Productions series. nps(vc) RC488.5.B49 1994

Social constructionist ideas about psychotherapy: An interview with Harlene Anderson. Master's Work Video Production www.masterswork.com