

City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2022/23

Part I Course Overview

Course Title: Working with Children & Families

Course Code: SS4206

Course Duration: One Semester

Credit Units: 3

Level: B4

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This is an elective course for students who want to further pursue their knowledge in theoretical concepts and intervention models for working with children and families. Upon finishing this course, students will have examined family and children related issues in a contemporary and local perspectives. To increase their cross-cultural theoretical orientation to these perspectives, students will be introduced to how other cultures are attempting to solve similar problems in their countries. From theories to practice, students will study the children and family issues by practice models and with a reference to local context.

This course aims to

- Examine a range of family and child-related issues in Hong Kong;
- Study relevant intervention models and approaches pertinent to social work practice in the local cultural context;
- Enhance students' practice knowledge and skills in social work intervention with children and families; and
- Give students a firm theoretical foundation for effective practice in a variety of family and children service settings.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify socio-demographic trends in Hong Kong and interpret the impact of which on family, marriage, childhood and parenthood.	10%		✓	
2.	Apply social sciences theories, with cultural sensitivity, to family and child-related issues on the professional agenda of social workers.	30%	✓	✓	
3.	Apply family therapy theories, with cultural sensitivity, to bring about change.	40%		✓	
4.	Help children and adolescents through individual / group counselling and psycho-educational interventions.	20%		✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Lectures will be used as the major media to introduce theoretical concepts and popular models used for children and families.	✓	✓	✓	✓	
Tutorials and group presentations	To encourage self study and team learning, different family therapy models are assigned to a small group of students for group presentation. Students are also encouraged to adopt case demonstrations and role plays in presentation in order to make theoretical concepts practical to use.			✓	✓	
Audio visual materials	To stimulate students' interest to further understanding contemporary children and family issues, audio visual materials are used in lectures to demonstrate theoretical concepts.	✓	✓	✓	✓	
Case demonstrations	To stimulate students' interest to further understanding contemporary children and family issues, case demonstrations and stories are also used to stimulate students' interest in lectures.	✓	✓	✓	✓	
Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
Group presentation			✓	✓	30%	
Two individual paper writing	✓	✓			70%	
Examination: ____% (duration: _____, if applicable)						

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation	1. Capacity to understand the theoretical concepts of a family therapy model and their relationship to application 2. Demonstration of good understand of its skills and the limitation for application	High	Significant	Moderate	Basic	Capacity not demonstrated
2. Individual paper writing	1. Capacity to make use of family assessment tools and application 2. Demonstration of self-reflective in learning and to strive for professional competence	High	Significant	Moderate	Basic	Capacity not demonstrated

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

- Family and marriage values and attitudes; family development and family problems.
- Understanding marriage trends, types and functions; theoretical knowledge in understanding marriage: Marital life cycle and marriage problems; working with couples: premarital work, couple work and marriage enrichment.
- Understanding separation and divorce; impact of divorce on couples and children; divorce counselling and mediation.
- Concepts and issues in child welfare: permanency planning and continuum of care; ways in working with children: play therapy and family counselling.
- Parenting: functions and issues; parenting styles and problems; ways in working with parents.
- Family violence; Understanding child abuse and spousal abuse: definition and identification; working with family violence.
- Introduction to family therapy—different models of family therapy; structural family therapy and brief solution-focused therapy.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Brotherton, G., Davies, H., & McGillivray, G. (2010). <i>Working with children, young people and families</i> . Sage Publications.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Beckett, C. (2003). <i>Child protection: An introduction</i> . Sage Publications.
2.	Becvar, D. S., & Becvar, R. J. (2009). <i>Family Therapy: A Systemic Integration</i> (7th ed.). Pearson.
3.	Briesmeister, J. M., & Schaefer, C. E. (1998). Introduction. <i>Handbook of parent training: Parents as co-therapists for children's behaviour problems</i> . John Wiley & Sons.
4.	Campbell, D., & Palm, G. F. (2004). <i>Group parent education: Promoting parent learning and support</i> . Sage Publications.
5.	Cherlin, A. J. (2005). <i>Public and private families: An introduction</i> (4 th ed.). McGraw Hill.
6.	Cherlin, A. J. (2005). <i>Public and private families: A reader</i> (4 th ed.). McGraw Hill.
7.	Goldenburg, I., & Goldenberg, H. (2016). <i>Family therapy: An overview</i> (9 th ed.). Cengage Learning.
8.	Goldenberg, H., & Goldenberg, I. (2002). <i>Counseling today's families</i> (4 th ed.). Cengage Learning.
9.	Halford, W.K. (2010). <i>Marriage and relationship education: What works and how to provide it</i> . Guilford Press.
10.	Hammer, T.J. & Turner, P.H. (2012). <i>Parenting in contemporary society</i> (3rd ed.). Boston: Allyn & Bacon. HQ755.8 .H35 2012
11.	Harway, M. (Ed.). (2005). <i>Handbook of couple therapy</i> . John Wiley & Sons, Inc.
12.	Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried (2013). <i>Direct social work practice: Theory and skills</i> (9 th Ed.). Cengage Learning.

13.	Holland, S. (2011). <i>Child and family assessment in social work practice</i> . Sage Publications.
14.	Kottler, J. A. (2002). <i>Theories in counseling and therapy: An experiential approach</i> . Allyn and Bacon.
15.	Lambert D'raven I. & Pasha-Zaidi N. (2016). Using the PERMA model in the United Arab Emirates, <i>Social Indicators Research</i> , 125, 905-933.
16.	Landreth, G. L. (2012). <i>Play therapy: The art of the relationship</i> . New York: Routledge. Chinese translation (1994) by Laureate Book.
17.	Minuchin, S. (2012). <i>Families and family therapy</i> . Routledge.
18.	Minuchin, S., Nichols, M. P., & Lee, W. Y. (2007). <i>Assessing families and couples: From symptom to system</i> . Allyn and Bacon.
19.	Nicholas, M. P., Schwartz, R. C. (2013). <i>Family therapy: Concepts and methods</i> (9th ed.). Pearson.
20.	Niemix, R.M. (2017). <i>Character strengths interventions: A field guide for practitioners</i> . Hogrefe Publishing.
21.	Park, N., Peterson, C., & Selgiman, M.E.P. (2004). Strengths of character and well-being, <i>Journal Social and Clinical Psychology</i> , 23 (5), 603-619.
22.	Rhind, N. (ed), (1994). <i>Empowering Families: A collection of concepts and methods</i> . HK Family Welfare Society.
23.	Satir, V., Benmen, J., Gerber, J., & Gormori, M. (1991). <i>The Satir Model: Family Therapy and Beyond</i> . Palo Alto, California: Science and Behavior Books Inc.
24.	Silva, E. B., & Smart, C. (Eds.). (1999). <i>The new family?</i> Sage Publications.
25.	Waters, L (2017). <i>The strength switch: How the new science of strength-based parenting can help your child and your teen to flourish</i> . Avery.
26.	Yeung, C. (March, 1999). Concern for the plight of battered women and implications for service direction. <i>Proceedings of the workshop on "A world free of violence against women"</i> . Equal Opportunities Commission. (In English and Chinese)
27.	Young, K. (1995). <i>Understanding marriage: A Hong Kong case study</i> . Hong Kong University Press.
28.	Young, K. et al. (1995). <i>Study on marriages affected by extramarital affairs</i> . Caritas Hong Kong and University of Hong Kong.
29.	Young, K. P. H., & Fok, A. Y. L. (Ed.). (2005). <i>Marriage, divorce and remarriage: Professional Practice in the Hong Kong Cultural Context</i> . Hong Kong University Press.
30.	何會成，朱志強 (1999)。尋解導向治療：於社會工作的應用。八方文化。
31.	馬麗莊 (1998)。家庭治療在西方和香港的發展 - 回顧與前瞻。香港心理衛生會會刊，27, 33-56。
32.	霍玉蓮著。(2004)。婚姻與家庭治療：理論與實務藍圖。香港：突破出版社。 RC488.5 .H85 2004
33.	黃富強主編。(2005)。走出抑鬱的深谷：「認知治療」自學/輔助手冊。香港：天健出版社。 RC537 .Z68 2005
34.	黃富強、孫玉傑著。(2003)。情緒管理與精神健康：認知治療小組介入手法與技巧。香港：香港大學出版社。 BF538.C5 W65 2003/EBOOK

35.	高劉寶慈，朱亮基編(1997)。個人工作與家庭治療——理論及案例。香港：中文大學出版社。 RC488.5.G42 1997 c.5
36.	黃麗彰(2015) 幸福的實踐：婚姻輔導解構。香港：突破出版社。