

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2013/2014**

Part I

Course Title:	Family-based Service and Family Practice
Course Code:	SS5822
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 examine the theory and practice of family counselling, with an emphasis on models of family development and major approaches to intervention with diverse families. Students will learn to think systemically about families across multiple ecological systems, and identify the crucial epistemological issues in both theoretical and applied areas of family in Chinese culture. The ability to assess family dynamics—including rules, interactional styles, and coalitions—is stressed to help the students develop effective counseling or treatment plans. The course blends didactic and experiential learning for the purpose of providing the students with the opportunity to develop skills and connect them to the appropriate knowledge base.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Identify conceptions of family, major family therapies and approaches in analyzing family cases, making on-going assessment and devising effective intervention.	30%
2.	Apply relevant concepts and skills for working with particular kinds of clients and families suffering from particularly presenting problems.	30%
3.	Recognize self-qualities and impacts from one's family system.	40%

1. 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	TLA5	TLA6	TLA7	Hours / course (if applicable)
CILO 1	√	√	√	√	√	√	√	
CILO 2	√	√	√	√	√	√		
CILO 3	√			√	√	√	√	

TLA1: Lecture and Online Learning

Textbooks and recommended readings per week before each lecture, and online Blackboard learn to provide comments, clarifications, responses, debates, discussions, reviews of teaching and readings.

TLA2: Hypothetical Scenario and Genogram

Offer hypothetical scenarios and indigenous family cases in Chinese society through selected Radio Television Hong Kong (RTHK) television programmes. Draw family genogram on family structure and systems on each particular case.

TLA3: Video Demonstration

Examine video demonstration by experts from major family models and transcriptions of counselling conversations to discern how family therapies find expression in practice.

TLA4: Live Demonstration and Skill Practice

Practice and apply family therapies and skills through experiential role-playing and lecturer's live demonstration. Students can collect lecturer and peers' feedbacks and comments on their skill practice.

TLA5: Student Presentation

Student presentations to consolidate knowledge and develop applicability of family therapies and models as well as family counselling practice.

TLA6: Class Discussion

Classroom discussions organized around intellectual input given in mini-lectures.

TLA7: Out-of-classroom Reflective Exercise and Behavioural Assignment

Weekly optional out-of-classroom reflective exercises and behavioural assignments in daily life practice.

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 (if applicable)	Remarks
CILO 1 – 3	AT1: Student Presentation	10%	
CILO 1 – 3	AT2: Experiential Role-playing and Interaction	10%	
CILO 1 & 2	AT3: Group Project on Video Demonstration and Individual Reflective Paper	30%	
CILO 1 & 3	AT4: Term Paper	50%	

AT1: Student Presentation

6 persons as a group to present a family counselling case in class, students should make clear and accurate family case analysis with relevant theoretical frameworks, formulating precise and exact possible hypotheses and demonstrating appropriate on-going assessment.

AT2: Experiential Role-playing and Interaction

Students are expected to involve in experiential role-play, practical exercises and group discussions. Observe and provide constructive feedbacks and comments to other's practice and demonstration.

AT3: Group Project on Video Demonstration and Individual Reflective Paper

6 persons as a group to demonstrate a family counselling case: (a) Video: Present a family case background in 5 – 10 minutes and demonstrate a family counselling session in 30 – 40 minutes; (b) Individual reflective paper (1,500 words): Students are required to analyze and discuss the counselling process and the effectiveness of applying selected theories and models in the family case. Students should make justifications for the analysis and discussion through presenting relevant and significant dialogues in the counselling process.

AT4: Term Paper

A term essay with 3,500 words focuses on a specific theme or a problem of your family background. Adopt related theories and models to analyze the particular family structure and dynamics. Share gained insights and limitations, and suggest the areas of self-enhancement and improvement.

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-	Reveal strong evidence-based support of original thinking in analysing family cases with different presenting problems; Make excellent and comprehensive family case analyses and intervention with strong evidence of extensive knowledge base and literature in counselling theories, family therapies and models.
B+ B B-	Comprehend and apply family therapies and models appropriately into different family cases. Demonstrate some evidence of critical capacity and analytic ability in devising tailor-make intervention with relevant counselling theories, family therapies and models with literature.
C+ C C-	Limited competence in making family case assessment and analyses with related theoretical framework and evidence-based knowledge support. Devise general intervention without specifically based on the particular family case with related family therapies and models.
D	Show insufficient familiarity with counselling theories, family therapies and models. Inability in making assessment as well as devising intervention for family cases.
F	Fail to provide evidence of familiarity with basic concepts of counselling theories, family therapies and models. Poor critical and analytic ability in family case analyses and irrelevant use of literature.

Part III

1. Keyword Syllabus

1.1 Basic concepts in family

Family role, family development, family functioning, family systems, and family relationships

1.2 Therapies/ models in family

Family therapies, family models, subsystems, transactions, symptoms, boundaries, power, stress, loyalty, alliances, coalition, family dynamics, and communicative roles

1.3 Counselling in family

Presenting problem, theoretical formulation, on-going assessment, evidence-based outcome, and family intervention

2. Recommended Reading

Essential Texts

Corcoran, J. (2003). *Clinical applications of evidence-based family interventions*. Oxford: Oxford University Press.

Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families*. Pacific Grove, CA: Brooks/Cole.

Supplementary Texts

Allen, J. G., & Fonagy, P. (2006). *Handbook of mentalization-based treatment*. Chichester, NJ: Wiley & Sons.

Becvar, D. S., & Becvar, R. J. (2009). *Family therapy: A systemic integration (5th ed.)*. Boston, Mass: Allyn and Bacon.

Bengtson, V. L. (2005). *Sourcebook of family theory & research*. Thousand Oaks, CA: Sage.

Blume, T. W. (2006). *Becoming a family counselor: A bridge to family therapy theory and practice*. Hoboken, NJ: Wiley & Sons.

Carlson, J., Sperry, L., & Lewis, J. A. (2005). *Family therapy techniques: Integrating and tailoring treatment*. NY: Routledge.

Carr, A. D. (2006). *Family therapy: Concepts, process and practice (2nd ed.)*. Chichester, NY: J. Wiley & Sons.

Congress, E. P., & González, M. J. (2013). *Multicultural perspectives in social work practice with families (3rd ed.)*. New York: Springer.

Coombs, R. H. (2005). *Family therapy review: Preparing for comprehensive and licensing examinations*. Mahwah, NJ: Lawrence Erlbaum Associates.

Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions (7th ed.)*. Pacific Grove, CA: Brooks Cole.

Crago, H. (2006) *Couple, family and group work: First steps in interpersonal intervention*. Berkshire, NY: Open University Press.

Goldenberg, H., & Goldenberg, I. (2013). *Family therapy : An overview* (8th ed.). Belmont, CA: Thomson/Brooks/Cole.

Gupta, R. M., & Theus, F. C. (2006). *Pointers for parenting for mental health service professionals*. Hoboken, NJ: John Wiley.

Halbur, D., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, Mass: Pearson/A and B.

Hanna, S. M. (2007). *The practice of family therapy: Key elements across models* (4th ed.). Belmont, CA: Brooks Cole.

Hanna, S. M., & Brown, J. H. (2004). *The practice of family therapy: Key elements across models*. Belmont, CA: Thomson/Brooks/Cole.

Kilpatrick, A. C., & Holland, T. P. (2006) *Working with families: An integrative model by level of need* (4th ed.). Boston, Mass: Allyn & Bacon.

Landy, S., & Menna, R. (2006). *Early intervention with multi-risk families: An integrative approach*. Baltimore, MD: Brookes.

Lee, W. (2011). *Essential assessment skills for couple and family therapists*. NY: Guilford.

Long, L. L., & Young, M. E. (2007). *Counseling and therapy for couples* (2nd ed.). Belmont, CA: Brooks/Cole.

Lowe, R. D. (2004). *Family therapy: A constructive framework*. Thousand Oaks: Sage.

McGoldrick, M., Carter, B., & Preto, N. G. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4th Ed.). Boston: Pearson Allyn & Bacon.

Nichols, M. P. (2013). *Family therapy: Concepts and methods* (10th ed.). Boston: Pearson.

Nichols, M. P., & Schwartz, R. C. (2004). *Family therapy: Concepts and methods* (6th ed.). MA: Pearson/Allyn and Bacon.

Nichols, M. P., & Schwartz, R. C. (2007). *The essentials of family therapy* (3rd ed.). Boston, Mass: Allyn & Bacon.

Onedera, J. D. (2008). *The role of religion in marriage and family counseling*. New York: Routledge.

Peluso, P. R., Watts, R. E., & Parsons, M. (2013). *Changing aging, changing family therapy: Practicing with 21st century realities*. NY: Brunner-Routledge.

Sachs, B. (2013). *Family-centered treatment with struggling young adults : a clinician's guide to the transition from adolescence to autonomy*. NY: Brunner-Routledge.

Salvador Minuchin (1974). *Families and family therapy*. London: Tavistock.

Sexton, T. L. (2011). *Functional family therapy in clinical practice: an evidence-based treatment model for working with troubled adolescents*. NY: Brunner-Routledge.

Sheras, P. L., & Koch-Sheras, P. R. (2006). *Couple power therapy: Building commitment, cooperation, communication, and community in relationships (1st ed.)*. Washington, DC: American Psychological Association.

Thomlison, B., & Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.

Virginia Satir (1983) *Conjoint Family Therapy (3rd ed.)*. Palo Alto, CA: Science and Behavior Books.

Virginia Satir, John Banmen, Jane Gerber, Maria Gomori (1991). *The Satir Model: Family therapy and beyond*. Palo Alto, CA: Science and Behavior Books.