

# SS5822: FAMILY-BASED SERVICE AND FAMILY PRACTICE

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Family-based Service and Family Practice

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

5822

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

Other Languages

### Other Languages for 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 Details

### Abstract

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)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Identify conceptions of family, major family therapies and approaches in analyzing family cases, making on-going assessment, and devising effective intervention. Classify family systems, subsystems, structure, roles and functioning in Chinese culture and localized contexts.	30		x	x
2 Apply relevant concepts and skills for working with particular kinds of clients and families suffering from particularly presenting problems, such as addictions, violence, suicide, poverty, divorce/remarriage, and illness.	30		x	x
3 Recognize self-qualities and impacts from one's family system. Make accurate family case analyses and design an effective intervention based on related family therapies for achieving specific counselling goals.	40	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	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.	1, 2, 3	
2	2	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.	1, 2	
3	3	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.	1, 2	
4	4	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.	1, 2, 3	
5	5	Student Presentation: Student presentations to consolidate knowledge and develop applicability of family therapies and models as well as family counselling practice.	1, 2, 3	

6	6	Class Discussion: Classroom discussions organized around intellectual input given in mini lectures.	1, 2, 3	
7	7	Out-of-classroom Reflective Exercise and Behavioural Assignment: Weekly optional out-of-classroom reflective exercises and behavioural assignments in daily life practice.	1, 3	

**Assessment Tasks / Activities (ATs)**

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	AT1: Student Presentation: Students 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.	1, 2, 3	20	-	No

2	<p>AT2: Video Demonstration and Reflective Paper: 6 persons as a group to demonstrate a family counselling case: (a)Video: Present a family case background in 5 minutes and demonstrate a family counselling session in 20 – 25 minutes; (b) Individual reflective paper (2,000 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.</p>	1, 2	30	<p>Allow AI to (1) conduct proof editing; (2) brainstorm and generate initial ideas; (3) conduct preliminary analyses</p>	Yes
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3	AT3: Term Paper: A term essay with 2,500 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.	1, 3	50	-	No
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**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Student Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Ability to present a family counselling case and make clear and analysis with relevant theoretical frameworks, formulating precise and exact possible hypotheses and demonstrating appropriate on-going assessment.

**Excellent**

(A+, A, A-) Strong evidence for the ability

**Good**

(B+, B, B-) Good evidence for the ability

**Fair**

(C+, C, C-) Fair evidence for the ability

**Marginal**

(D) Limited evidence for the ability

**Failure**

(F) Inefficient evidence for the ability

**Assessment Task**

Video Demonstration and a Group Reflective Paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Ability to demonstrate a family counselling case in video, with case background and demonstration of a family counselling session Ability to analyze and discuss the counselling process and the effectiveness of applying selected theories and models in the family case.

**Excellent**

(A+, A, A-) Strong evidence for the abilities

**Good**

(B+, B, B-) Good evidence for the abilities

**Fair**

(C+, C, C-) Fair evidence for the abilities

**Marginal**

(D) Limited evidence for the abilities

**Failure**

(F) Inefficient evidence for the abilities

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**Assessment Task**

Term Paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Ability to focus on a specific theme or a problem of your family background, to adopt related theories and models to analyze the particular family structure and dynamics, to share gained insights and limitations, and suggest the areas of self-enhancement and improvement.

**Excellent**

(A+, A, A-) Strong evidence for the ability

**Good**

(B+, B, B-) Good evidence for the ability

**Fair**

(C+, C, C-) Fair evidence for the ability

**Marginal**

(D) Limited evidence for the ability

**Failure**

(F) Inefficient evidence for the ability

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**Assessment Task**

Student Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to present a family counselling case and make clear and analysis with relevant theoretical frameworks, formulating precise and exact possible hypotheses and demonstrating appropriate on-going assessment.

**Excellent**

(A+, A, A-) Strong evidence for the ability

**Good**

(B+, B) Good evidence for the ability

**Marginal**

(B-, C+, C) Fair to limited evidence for the ability

**Failure**

(F) Inefficient evidence for the ability

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**Assessment Task**

Video Demonstration and a Group Reflective Paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to demonstrate a family counselling case in video, with case background and demonstration of a family counselling session Ability to analyze and discuss the counselling process and the effectiveness of applying selected theories and models in the family case.

**Excellent**

(A+, A, A-) Strong evidence for the abilities

**Good**

(B+, B) Good evidence for the abilities

**Marginal**

(B-, C+, C) Fair to limited evidence for the abilities

**Failure**

(F) Inefficient evidence for the abilities

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**Assessment Task**

Term Paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to focus on a specific theme or a problem of your family background, to adopt related theories and models to analyze the particular family structure and dynamics, to share gained insights and limitations, and suggest the areas of self-enhancement and improvement.

**Excellent**

(A+, A, A-) Strong evidence for the ability

**Good**

(B+, B) Good evidence for the ability

**Marginal**

(B-, C+, C) Fair to limited evidence for the ability

**Failure**

(F) Inefficient evidence for the ability

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## Part III Other Information

### Keyword Syllabus

Family role, family development, family functioning, family systems, family relationships, subsystems, transactions, symptoms, boundaries, power, stress, loyalty, alliances, coalition, family dynamics, family therapies, family models, communication roles, family counselling, hypothesis formulation, on-going assessment, evidence-based outcome, and family intervention.

### Reading List

#### Compulsory Readings

Title	
1	Asmussen K. (2011). <i>The evidence-based parenting practitioner's handbook</i> . New York: Routledge.
2	Barnes G. G. (2004). <i>Family therapy in changing times</i> (2nd ed.). NY: Palgrave Macmillan.
3	Blume, T. W. (2006). <i>Becoming a family counselor: A bridge to family therapy theory and practice</i> . Hoboken, NJ: Wiley & Sons.

#### Additional Readings

Title	
1	Altstein H., & McRoy R. (2000). <i>Does family preservation serve a child's best interests?</i> Washington, D.C.: Georgetown University Press.
2	Burr, W.R., Marks, L.D., & Day R.D. (2012). <i>Sacred matters: Religion and spirituality in families</i> . New York: Routledge.
3	Chan, K.L. (ed.) (2012). <i>Preventing family violence: A multidisciplinary approach</i> . Hong Kong: Hong Kong University Press.
4	Chua, A. (2011). <i>Battle hymn of the tiger mother</i> . New York: Penguin Press.
5	Corcoran, J. (2000). <i>Evidence-based social work practice with families: A lifespan approach</i> . NY: Springer.
6	Collins, D., Jordan, C., & Coleman, H. (2013). <i>An introduction to family social work</i> (4th ed.). Brooks/Cole.
7	Crenshaw, W. (2004). <i>Treating families and children in the child protective system: Strategies for systemic advocacy and family healing</i> . NY: Brunner- Routledge.
8	Dembo, R. & Schmeidler J. (2002). <i>Family empowerment intervention: Innovative service for high-risk youths and their families</i> . NY: Haworth.
9	Downs, S. W., Moore, E., McFadden, E. J., & Costin, L. B. (2000). <i>Child welfare and family services: Policies and practice</i> . Boston: Allyn & Bacon.
10	Fine, M.A. Fincham F.D. (2013). <i>Handbook of family theories: A content-based approach</i> . New York: Routledge.
11	Goldenberg H., & Goldenberg I. (2002). <i>Counseling today's families</i> . Pacific Grove CA: Brooks/Cole.
12	Janzen, C., Harris, O., Jordan, C., and Franklin, C. (2006). <i>Family treatment: Evidence-based practice with populations at risk</i> (4th ed.). Wadsworth Cengage Learning.
13	Johnson, S.M. (2004). <i>The Practice of emotionally focused couple therapy: Creating couple therapy</i> (2nd ed). New York: Brunner-Routledge.
14	Kilpatrick A. C., & Holland, T. P. (2006). <i>Working with families: An integrative model by level of need</i> (4th ed.). Boston, Mass: Allyn & Bacon.
15	Lau, S. (1996). <i>Growing up the Chinese way: Chinese child and adolescent development</i> . Hong Kong: The Chinese University of Hong Kong Press.
16	Lucyshyn J. M. Dunlap G., & Albin, R. W. (Eds.). (2002). <i>Families and positive behavior support: Addressing problem behavior in family contexts</i> . Baltimore, Md.: P.H. Brookes.
17	Maholmes V., & King R.B. (eds.) (2012). <i>The Oxford handbook of poverty and child development</i> . New York: Oxford University Press.

18	Maluccio, A. N., Pine, B. A., & Tracy E. M. (2002). <i>Social work practice with families and children</i> . NY: Columbia University Press.
19	McCauley C., Pecora, P.J., & Rose, W.E. (Eds.) (2006). <i>Enhancing the Well Being of Children and Families through Effective Interventions-International Evidence for Practice</i> . London and Philadelphia: Jessica Kingsley Publishers.
20	McGoldrick M. Carter, B., & Preto, N.G. (2014). <i>The expanded family life cycle: Individual, family, social perspectives (4th ed.)</i> . Essex United Kingdom: Pearson.
21	Lightburn, A. & Sessions P. (eds.) (2006). <i>Handbook of community-based clinical practice</i> . New York: Oxford University Press.
22	McGoldrick M., Gerson, R., & Shellenberger S. (1999). <i>Genograms: Assessment and intervention</i> . New York: W.W. Norton.
23	Miller, G. A. (2003). <i>Incorporating spirituality in counselling and psychotherapy: Theory and technique</i> . NJ: J. Wiley.
24	Ng K. S. (2003). <i>Global perspectives in family therapy: Development, practice, and trends</i> . NY: Brunner-Routledge.
25	Landy S., & Menna R. (2006). <i>Early intervention with multi-risk families: An integrative approach</i> . Baltimore, MD: Brookes.
26	Nichols, M. P., & Schwartz R. C. (2013). <i>Family therapy: Concepts and methods (10th ed.)</i> . MA: Pearson/Allyn and Bacon.
27	Pecora, P.J., Whittaker J.K., Maluccio A.N.; Barth, R.P., & DePanfilis D. (2009). <i>The child welfare challenge (3rd ed.)</i> . Piscataway NJ: Aldine-Transaction Books.
28	Ritvo, E. C., & Glick I. D. (2002). <i>Concise guide to marriage and family therapy (1st ed.)</i> . DC: American Psychiatric Publication.
29	Rothery M. A. Roghery M., & Enns, G. (2001). <i>Clinical practice with families: Supporting creativity and competence</i> . NY: Haworth.
30	Scheinkman M. (2008). <i>The Multi-level Approach: A Road Map for Couples Therapy</i> . <i>Family Process</i> 47, 197-213.
31	Walsh, F. (ed.) (2012). <i>Normal family process: growing diversity and complexity (4th ed.)</i> . New York: Guilford Press.
32	Walton, E. Sandau-Beckler P., & Mannes, M. (Eds.). (2001). <i>Balancing family-centered services and child well-being: Exploring issues in policy, practice, theory, and research</i> . NY: Columbia University Press.
33	Unwin, P. & Hogg R. (2012). <i>Effective social work with children and families</i> . London: Sage.
34	Young K.P.H., & Fok A.Y.L. (Eds.) (2005). <i>Marriage, divorce and remarriage: Professional practice in the Hong Kong cultural context</i> . Hong Kong: Hong Kong University Press.
35	Textbooks:
36	Corcoran, J. (2003). <i>Clinical applications of evidence-based family interventions</i> . Oxford: Oxford University Press.
37	Goldenberg, I., & Goldenberg, H. (2017). <i>Family therapy: An overview (9th ed.)</i> . CA: