

SS6403: MASTER'S INTEGRATIVE PROJECT IN FAMILY CONFLICT RESOLUTION AND MEDIATION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Master's Integrative Project in Family Conflict Resolution and Mediation

Subject Code

SS - Social and Behavioural Sciences

Course Number

6403

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

English

Medium of Assessment

English

Prerequisites

SS5302 Research Methods in Social Sciences

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students consolidate their learning from integrating practice with knowledge and to reflect on the ethical aspects of their work so as to become reflective professionals with evidence-based practice competence. It seeks to train students to pursue a practice-oriented topic in the fields of family mediation and develop their ability in integrating relevant knowledge from social sciences theories with family conflict resolution and mediation in Hong Kong.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Able to pursue a practice-oriented topic in the field of family mediation, with relevant theories and methods, and reflective discussion on the values, ethical and practice aspects of their work;	20	x	x	
2	Examine the applicability of social sciences theories in the local context of Hong Kong and the effectiveness of family mediation practice employed;	30		x	
3	Ethically examine culturally relevant family mediation practice in their pathways to become reflective practitioners with practice competence;	20		x	x
4	Able to integrate, systematically and critically, what for the student has been some of the dominant themes and interest areas in their whole MAFCRM program of study, with information they have gathered from the field, and show elements of becoming ethically-oriented practitioners being competent, reflective and good in professional practice.	30	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	Workshops	Workshops will be provided to equip students' ability and skills in knowledge-practice integration in family mediation. Suggested themes include evidence-based practice in reflective learning through professional practice, and constructing local knowledge and practice in the Chinese contexts, just to name a few.	1, 2, 3, 4
2	Individual supervision	Students will be supervised by an academic staff (the supervisor). Supervision (either individually or in group) will be provided to each student to facilitate their preparation of the presentation and individual papers.	1, 2, 3, 4
3	Presentation Seminar	Each student requires to present a practice-oriented topic along with relevant data on intervention experiences or case studies. Supervisor and other students will give constructive feedbacks to the students for further improvement in the individual paper.	1, 2, 3, 4

4	Individual Integrative Paper	Students are required to put their analyses of the chosen topic into an Integrative Paper of 4,000 words (with 5% deviation only). The individual paper should contain: 1. Different theoretical approaches and practice of the selected topic; 2. Literature review and updated research findings related to the topic; 3. Ethical and practical issues involved in applying the selected theories and models in direct practice; 4. Innovative ways on how the selected social sciences theories and intervention model be applied in the local context.	1, 2, 3, 4	
5	Student Consultation	Scheduled student group consultation is arranged to facilitate interactions and exchanges among students and respective teacher for depth learning.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Individual Presentation	1, 2, 3, 4	30	
2	Individual Integrative Paper	1, 2, 3, 4	60	
3	reparation for and participation in supervision sessions and presentation seminars	1, 2, 3, 4	10	

Continuous Assessment (%)

100

Additional Information for ATs**AT1: Individual Presentation (30%)**

Each student will be required to present a practice-oriented topic along with relevant data on intervention experiences or case studies. The presentation should integrate relevant theories, methods, and skills in family mediation. The purpose of this presentation is to showcase students' understanding of family mediation, its practical application, and its ethical considerations. Additionally, students are required to sustain and defend the arguments while engaging in ethical discussions related to family mediation.

AT2: Individual Integrative Paper (60%)

Each student is required to submit an integrative paper with length 4,000 words, which is normally, but not restricted to, composed of literature review, reflective understanding on a family mediation related issue, methods of data collection and analysis, results, discussion, and references. Originality is important. Students are to demonstrate the following attainments in their work:

- 1) A critical review of relevant literature; an understanding of the concepts/theories applicable to the chosen family mediation issue; intensive inquiry into the chosen issue.
- 2) Appropriate methods and procedures were chosen to carry out the critical review and reflection on the chosen issue; sensitivity to methodological issues is demonstrated.
- 3) The use of appropriate theoretical framework to analyze data and evaluate the chosen issue related to family mediation.
- 4) A clear understanding of the findings and an appreciation of the limitations of the chosen issue; sensitivity to cross-cultural issues is demonstrated.

AT3: Preparation for and Participation in Supervision Sessions and Presentation Seminars (10%)

Students are expected to have actively participate by raising questions, and contributing to reflective discussion during the course and after the presentations of their classmates, preparing themselves well, sharing their reflections/opinions and/or participating in class.

Assessment Rubrics (AR)

Assessment Task

AT1: Individual Presentation (30%) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1. Ability to communicate knowledge and concepts clearly and effectively.
2. Clear and logical linkages between different parts of requirements (rationales, theoretical models, application, impact on families, evidence-based outcomes, etc.).
3. Demonstration of confident body posture and maintains consistent eye contact with the audience.

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B, B-) Good evidence of achievement of the criteria

Fair

(C+, C, C-) Fair evidence of achievement of the criteria

Marginal

(D) Limited evidence of achievement of the criteria

Failure

(F) Insufficient evidence of achievement of the criteria

Assessment Task

AT2: Individual Integrative Paper (60%) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1. Depth of analysis on the chosen cause(s), its impacts on child and family.
2. The application of inter-disciplinary knowledge and concepts.
3. Depth of learning and reflection on the chosen issue.
4. Systematic and clear presentation, and proper use of English.

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B, B-) Good evidence of achievement of the criteria

Fair

(C+, C, C-) Fair evidence of achievement of the criteria

Marginal

(D) Limited evidence of achievement of the criteria

Failure

(F) Insufficient evidence of achievement of the criteria

Assessment Task

AT3: Preparation for and participation in supervision sessions and presentation seminars (10%) (Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1. Active participation in responding to lecturers and student presentations.
2. The number of reflection completed and the depth of reflection.

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B, B-) Good evidence of achievement of the criteria

Fair

(C+, C, C-) Fair evidence of achievement of the criteria

Marginal

(D) Limited evidence of achievement of the criteria

Failure

(F) Insufficient evidence of achievement of the criteria

Assessment Task

AT1: Individual Presentation (30%) (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1. Ability to communicate knowledge and concepts clearly and effectively.
2. Clear and logical linkages between different parts of requirements (rationales, theoretical models, application, impact on families, evidence-based outcomes, etc.).
3. Demonstration of confident body posture and maintains consistent eye contact with the audience.

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B) Good evidence of achievement of the criteria

Marginal

(B-, C+, C) Fair evidence of achievement of the criteria

Failure

(F) Limited evidence of achievement of the criteria

Assessment Task

AT2: Individual Integrative Paper (60%) (Applicable to students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1. Depth of analysis on the chosen cause(s), its impacts on child and family.
2. The application of inter-disciplinary knowledge and concepts.
3. Depth of learning and reflection on the chosen issue.
4. Systematic and clear presentation, and proper use of English.

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Failure

(F) Limited evidence of achievement of the criteria

Part III Other Information

Keyword Syllabus

1. Evidence-based practice in family mediation

Nature and principles of evidence-based family mediation practice; practice knowledge through systematic literature review; design and conducting practice evaluation; pre- and post-intervention evaluation design in family mediation.

2. Reflective learning through professional practice

Develop an inquiry from practice; reflective discussion on use of knowledge, values, ethics and philosophy in family mediation; collaboration to induce changes; reflection journal in family mediation.

3. Constructing local knowledge in the Chinese contexts

Cultural sensitivity in the Chinese contexts; indigenization of family mediation; explorations and reflective discussion on culturally-relevant practice; social sciences knowledge building.

Reading List

Compulsory Readings

Title	
1	Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, Quantitative & Mixed Approaches (5th eds.). Los Angeles: SAGE.

Additional Readings

Title	
1	American Psychological Association (2020). Publication Manual of the American Psychological Association: The Official Guide to APA Style (7th ed.). Washington, DC: APA.
2	Creswell, J. W. (2018). Qualitative Inquiry and Research Design: Choosing among Five Approaches (4th eds.). Los Angeles: SAGE.
3	Irving, H. H. (2002). Family Mediation: Theory and Practice with Chinese Families (Vol. 1). Hong Kong University Press.
4	Lee, J., Lim, M. T. S., & Loh, M. (Eds.). (2023). Contemporary Issues in Mediation-Volume 8. World Scientific.
5	Murphy, J. C., & Robinson, R. (2015). Family Mediation: Theory and Practice. LexisNexis.
6	Roberts, M & Moscati, M. F. (2020). Family Mediation: Contemporary Issues. Bloomsbury.
7	Roberts, M. (2016). Mediation in Family Disputes: Principles of Practice. Routledge.
8	Taylor, A. (2010). The Handbook of Family Dispute Resolution: Mediation Theory and Practice. John Wiley & Sons.
9	Whatling, T. (2021). Mediation and Dispute Resolution: Contemporary Issues and Developments. Jessica Kingsley Publishers.