

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 / 18**

Part I Course Overview

Course Title: Working with Individuals and Families

Course Code: SS3107

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

Arts and Humanities
 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:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) SS3104 Inquiry into Social Work Practice

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to provide a basic training in social work theories and counselling approaches, using a combined academic, practical and experiential approach. The ideological underpinning of each therapy model will be critically examined. Students are introduced to various therapy models chosen to reflect the diversity of normative assumptions and therapeutic focus in providing individual and family counselling. Family system theory is adopted to analyze individuals in the context of the family, i.e. the family of origin and the current family or the present network of intimate relationships in Chinese society and indigenous context. Students are expected to be conversant with theoretical underpinnings of counselling intervention and treatment.

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.	Discover, identify and apply different social work theories and approaches to work with individuals and families.	20%	√		
2.	Critically examine the normative structure, development, skills and applications of the social work theories and approaches with reference to Chinese culture and local context.	30%	√	√	
3.	Creatively integrate relevant social work theories and approaches for analyses and treatment of individual and family cases.	30%	√	√	√
4.	Devise evidence-based and effective intervention for indigenous individual and family cases.	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	
1.	<p><u>Lectures and Online Learning:</u></p> <p>Recommended readings are given before each lecture, and online Blackboard discussion forum is provided for the students to learn to give comments and feedback, ask for clarifications, initiate debates and discussions.</p>	√	√	√	√	
2.	<p><u>Hypothetical Scenario:</u></p> <p>Hypothetical scenarios and indigenous family cases in Chinese society are offered through selected audio-visual teaching materials.</p>	√	√	√		
3.	<p><u>Live Demonstration and Skill Practice:</u></p> <p>Students can practice and apply individual and family therapies and skills through experiential role-playing and learn from lecturer's live demonstration. Students can collect lecturer and peers' feedbacks and comments on their skill practice.</p>	√	√	√	√	
4.	<p><u>Student Presentation:</u></p> <p>Student presentations are scheduled to consolidate knowledge and apply therapies and skills to work with individuals and families.</p>	√	√	√	√	
5.	<p><u>Class Discussion:</u></p> <p>Classroom discussions are organized during intellectual input given in mini-lectures</p>	√	√	√		
6.	<p><u>Out-of-classroom Reflective Exercise and Behavioural Assignment:</u></p> <p>Weekly optional out-of-classroom reflective exercises and behavioural assignments in daily life practice are provided</p>	√	√	√		

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		
<u>AT1: Student Presentation:</u> Students will form groups comprising of 3 to 4 students to apply a chosen social work approach to individual or family case in class. Students should make clear and accurate case analysis with relevant theoretical frameworks, formulate possible hypotheses and demonstrate appropriate intervention skills.	√	√	√	√	30%	
<u>AT2: Participation, role play and class exercises</u> Students are expected to involve in experiential role-play, practice exercises and group discussions in class. They are also required to observe and provide constructive feedback and comments to others' practice and demonstration.	√	√			20%	
<u>AT3: Term Paper:</u> Students are required to submit an individual term paper of 3,000 words to demonstrate their application of knowledge, assessment, and intervention skills of a chosen social work approach on individual or family cases.	√	√	√	√	50%	
Examination: ____% (duration: _____, if applicable)						
					100%	

* The weightings should add up to 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. Student Presentation	Competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
3. Participation, role play and class exercises	Ability to participate actively in raising and answering questions, complete the class exercises and participate in role plays.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
4. Term Paper	Capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.	Outstanding	High	Moderate	Basic	Not reaching marginal levels

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

1. Keyword Syllabus

Social work process, ecological perspective, structural family therapy, systemic family therapy, Satir family therapy, cognitive-behavioral therapy, working with people with bereavement

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.	Corey, G. (2012). <i>Theory and practice of counselling and psychotherapy</i> (9th ed.). Belmont, CA: Brooks/Cole.
2.	Hackney, H. & Cormier, S. (2013). <i>The professional counselor: A process guide to helping</i> (7th ed.). Boston, MA: Allyn and Bacon.
3.	Nicholas, M. P. (2013). <i>Family therapy: Concepts and methods</i> (10th ed.). USA: Pearson Education.

2.2 Additional Readings

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

1.	Archer, J. J., & McCarthy, C. J. (2007). <i>Theories of counselling and psychotherapy: Contemporary application</i> . NJ: Pearson Merrill Prentice Hall.
2.	Becvar, D. S., & Becvar, R. J. (2008). <i>Family Therapy: A Systemic Integration</i> (7 th Ed.). Boston: Pearson.
3.	Dattilio, F. M., & Padesky, C. A. (1990). <i>Cognitive Therapy with Couples</i> . USA: Professional Resources Exchange, Inc.
4.	Elliott, R., Watson, J. C., Goldman, R. N., & Greenberg, L. S. (2004). <i>Learning Emotional-focused Therapy: The Process-Experiential Approach to Change</i> . Washington, DC: APA.
5.	Hackney, H., & Cormier, S. (2005). <i>The Professional Counselor: A Process Guide to Helping</i> (5 th Ed.). Boston, MA: Allyn and Bacon.
6.	Hepworth D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried K. (2013). <i>Direct social work practice: Theory and skills</i> . Australia: Brooks/Cole, Cengage Learning.
7.	Kerr, M., Bowen, M. (1988). <i>Family Evaluation: An Approach Based on Bowen Theory</i> . NY: W. W. Norton & Company.
8.	Loeschen, S. (1998). <i>Systematic Training in the Skills of Virginia Satir</i> . USA: Brooks/Cole Publishing Company.
9.	Maguire, L. (2002). <i>Clinical Social Work: Beyond Generalist Practice with Individuals, Group, and Families</i> . Pacific Grove, CA: Brooks/Cole-Thomson Learning.
10.	Minuchin, S. (1974). <i>Families and Family Therapy</i> . Harvard U. Press.
11.	Minuchin, S., Nichols, M. P., & Lee, W. Y. (2007). <i>Assessing Families and Couples: From Symptoms to System</i> . Pearson, USA.
12.	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.
13.	Schwebel, A. I., & Fine, M. A. (1994). <i>Understanding and Helping Families: A Cognitive-Behavioral Approach</i> . NJ: Lawrence Erlbaum Associates, Publishers.
14.	Shulman, L. (2012). <i>The Skills of Helping Individuals, Families, Groups and Communities</i> . Belmont, CA: Brooks/Cole Cengage Learning.

15.	Titelman, P. (1998). <i>Clinical Applications of Bowen Family Systems Theory</i> . NJ: The Haworth Press.
16.	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。
17.	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。
18.	黃富強主編。(2012)。走出抑鬱的深谷。香港：天健出版社。
19.	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。

Local Case Examples:

1.	Caritas Family Services. (2001). <i>Unveiling Family Strengths: Multifarious Counselling Practices</i> . Hong Kong: Caritas Family Services.
2.	Caritas-Hong Kong. (2003). <i>Solid Practice I, II, III. Caritas Social Work Service</i> . Hong Kong: Cosmos Books Ltd. (in Chinese)
3.	Ko, G. (1990). Working with Chinese individuals and families: Some reflections. <i>Hong Kong Journal of Social Work</i> , 24, 60-69.
4.	Poon, C., & Woodhead, W. (Eds.). (1998). <i>Conflict and Harmony: Casebook on Marriage Counselling</i> . HK: CMAC.
5.	Rhind, N. (Ed). (1989). <i>Strengthening Families: A Collection of Frontline Experiences</i> . HK Family Welfare Society.
6.	Rhind, N. (Ed). (1994). <i>Empowering Families: A Collection of Concepts and Methods</i> . HK: Hong Kong Family Welfare Society.
7.	Social Welfare Manpower and Training Committee, Hong Kong Council of Social Service. (Ed.). (1986), (1988), (1990). <i>Casebook of Social Work Intervention</i> . Hong Kong: Hong Kong Council of Social Service.
8.	Social Welfare Manpower and Training Committee, Hong Kong Council of Social Service. (1994). <i>Casebook of Innovative Attempts</i> . Hong Kong: Cosmos Book.
9.	高劉寶慈等合著。(2007)。個案工作：理論及案例。香港：香港社會工作人員協會。
10.	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。
11.	關銳煊、高劉寶慈編。(1999)。家庭危機應變手冊。香港：天地圖書有限公司。
12.	婚姻治療專業發展小組。(2014)。情緣渡：婚姻治療督導篇。香港：香港明愛家庭服務。