

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social & Behavioural Sciences
with effect from Semester A 2024 /25**

Part I Course Overview

Course Title:	<u>Family-based Service and Family Practice</u>
Course Code:	<u>SS5822</u>
Course Duration:	<u>1 Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>NIL</u>
Precursors: <i>(Course Code and Title)</i>	<u>NIL</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>NIL</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>NIL</u>

Part II Course Details

1. 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.

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 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%		√	√
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%		√	√
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%	√	√	√
		100%			

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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4		
1.	<u>Lecture and Online Learning:</u> 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.	√	√	√			
2.	<u>Hypothetical Scenario and Genogram:</u> 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.	√	√				
3.	<u>Video Demonstration:</u> Examine video demonstration by experts from major family models and transcriptions of counselling conversations to discern how family therapies find expression in practice.	√	√				
4.	<u>Live Demonstration and Skill Practice:</u> 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.	√	√	√			
5.	<u>Student Presentation:</u> Student presentations to consolidate knowledge and develop applicability of family therapies and models as well as family counselling practice.	√	√	√			
6.	<u>Class Discussion:</u> Classroom discussions organized around intellectual input given in mini lectures.	√	√	√			
7.	<u>Out-of-classroom Reflective Exercise and Behavioural Assignment:</u> Weekly optional out-of-classroom reflective exercises and behavioural assignments in daily life practice.	√		√			

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: 100%							
<u>AT1: Student Presentation:</u> 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.	√	√	√			10%	
<u>AT2: Experiential Role-playing and Interaction:</u> 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.	√	√	√			10%	
<u>AT3: Video Demonstration and Reflective Paper:</u> 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.	√	√				30%	
<u>AT4: Term Paper:</u> 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.	√		√			50%	
Examination: _____ % (duration: _____, if applicable)						100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Student Presentation	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.	Strong evidence for the ability	Good evidence for the ability	Fair evidence for the ability	Limited evidence for the ability	Inefficient evidence for the ability
2. Experiential Role-playing and Interaction	Ability to involve in experiential role-play, practical exercises and group discussions, to observe and provide constructive feedbacks and comments to other's practice and demonstration.	Strong evidence for the ability	Good evidence for the ability	Fair evidence for the ability	Limited evidence for the ability	Inefficient evidence for the ability
3. Video Demonstration and Reflective Paper	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.	Strong evidence for the abilities	Good evidence for the abilities	Fair evidence for the abilities	Limited evidence for the abilities	Inefficient evidence for the abilities
4. Term Paper	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.	Strong evidence for the ability	Good evidence for the ability	Fair evidence for the ability	Limited evidence for the ability	Inefficient evidence for the ability

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Student Presentation	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.	Strong evidence for the ability	Good evidence for the ability	Fair to limited evidence for the ability	Inefficient evidence for the ability
2. Experiential Role-playing and Interaction	Ability to involve in experiential role-play, practical exercises and group discussions, to observe and provide constructive feedbacks and comments to other's practice and demonstration.	Strong evidence for the ability	Good evidence for the ability	Fair to limited evidence for the ability	Inefficient evidence for the ability
3. Video Demonstration and Reflective Paper	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.	Strong evidence for the abilities	Good evidence for the abilities	Fair to limited evidence for the abilities	Inefficient evidence for the abilities
4. Term Paper	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.	Strong evidence for the ability	Good evidence for the ability	Fair to limited evidence for the ability	Inefficient evidence for the ability

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

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.

1. Reading List

1.1 Textbooks

1.	Corcoran, J. (2003). <i>Clinical applications of evidence-based family interventions</i> . Oxford: Oxford University Press.
2.	Goldenberg, I., & Goldenberg, H. (2017). <i>Family therapy: An overview</i> (9th ed.). CA:

1.2 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.	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.

1.3 Additional Readings

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

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 (4th ed.)</i> . Wadsworth Cengage Learning.
13.	Johnson, S.M. (2004). <i>The Practice of emotionally focused couple therapy: Creating couple therapy (2nd ed)</i> . New York: Brunner-Routledge.
14.	Kilpatrick, A. C., & Holland, T. P. (2006). <i>Working with families: An integrative model by level of need (4th ed.)</i> . Boston, Mass: Allyn & Bacon.
25.	Landy, S., & Menna, R. (2006). <i>Early intervention with multi-risk families: An integrative approach</i> . Baltimore, MD: Brookes.
16.	Lau, S. (1996). <i>Growing up the Chinese way: Chinese child and adolescent development</i> . Hong Kong: The Chinese University of Hong Kong Press.
22.	Lightburn, A. & Sessions, P. (eds.) (2006). <i>Handbook of community-based clinical practice</i> . New York: Oxford University Press.
17.	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.
18.	Maholmes, V., & King, R.B. (eds.) (2012). <i>The Oxford handbook of poverty and child development</i> . New York: Oxford University Press.
19.	Maluccio, A. N., Pine, B. A., & Tracy, E. M. (2002). <i>Social work practice with families and children</i> . NY: Columbia University Press.
20.	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.
21.	McGoldrick, M., Carter, B., & Preto, N.G. (2014). <i>The expanded family life cycle: Individual, family, social perspectives (4th ed.)</i> . Essex, United Kingdom:
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.	Nichols, M. P., & Schwartz, R. C. (2013). <i>Family therapy: Concepts and methods</i> (10th ed.).MA: Pearson/Allyn and Bacon.
26.	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.
27.	Ritvo, E. C., & Glick, I. D. (2002). <i>Concise guide to marriage and family therapy</i> (1st ed.). DC: American Psychiatric Publication.
28.	Rothery, M. A., Roghery, M., & Enns, G. (2001). <i>Clinical practice with families:Supporting creativity and competence</i> . NY: Haworth.
29.	Scheinkman, M. (2008). The Multi-level Approach: A Road Map for Couples Therapy. <i>Family Process</i> , 47, 197-213.
30.	Walsh, F. (ed.) (2012). <i>Normal family process: growing diversity and complexity (4th ed)</i> . New York: Guilford Press.
31.	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.
32.	Unwin, P. & Hogg, R. (2012). <i>Effective social work with children and families</i> . London: Sage.
33.	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.