

Subject Description Form

Subject Code	APSS5750														
Subject Title	Interpersonal Neurobiology and Culture: Parenting, Attachment Relationships and Gender Across the Life Cycle														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>3. Final Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class attendance and participation	15%	0%	2. Presentation	0%	35%	3. Final Paper	50%	0%
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Objectives	<p>Human emotional attachments develop early and have a profound influence on Subsequent development. To a great extent they define who we are and how we relate to others and the world. The quality of our close relationships shape the brain and mind. This course explores theoretical, research, developmental and clinical implications of the attachment bonds across the life cycle with the support of knowledge on interpersonal neurobiology. In addition, the course draws from culture-sensitive practice, which recognizes the many ways in which culturally specific beliefs or common practices influence human interaction and development. Gender identity formulation and its issues along with gender bias as they affect marriage and family therapy practice also will be addressed throughout the course. Finally issues of social policy in Hong Kong will be addressed as they pertain to issues such as access to resources necessary for children and their families to function well.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Describe the history of neuroscience and development of interpersonal neurobiology; b. Describe the importance of early relationships and attachment history in the development of structure and functioning of human beings and the interpersonal relationships in later life; c. Recognize the brain as a social organ, and delineate key functions of the brain and to show the interrelationship of the interpersonal world and the brain; 														

	<p>d. Understand how our survival instincts and the effects of daily stress can interfere with the development and function of the interpersonal brain and the clinical implications of such;</p> <p>e. Critically show views on the moral dilemmas, ethical conflicts and social policy relating to motherhood, fatherhood and parenting and be able to affirm one's own value stance for effective intervention;</p> <p>f. Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors of close relationships.</p>																																														
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. The development of attachment, mental models, internal working models, styles of attachment 2. Biological perspectives on attachment and interpersonal neurobiology 3. Strategies of attachment in children, adolescents and adults across culture. 4. Evidence-based [longitudinal] studies addressing the relationship between attachment style and adaptations in childhood and adulthood across culture. 5. Interpersonal neurobiology and culture 6. The interplay of neurobiological and societal influences on gender development 7. Parenting and close relationships in Hong Kong 8. The neurobiology of attachment: the relationship between attachment, neuroscience, neuroplasticity and psychotherapy 9. The healing of attachment trauma 																																														
<p>Teaching/Learning Methodology</p>	<p>The approach will be composed of lectures and seminars. Lectures focus on the introduction of the general concerns of the related topics revolving around interpersonal neurobiology and culture, and seminars are to help students to explore their topics of interest in depth and ways that the knowledge can inform their practice as marriage and family therapists.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="456 1234 1476 1711"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Presentation</td> <td>35%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final Paper</td> <td>50%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. Class attendance and participation (15%)</p> <p>Students are expected to complete assigned readings prior to class, make appropriate notes, and prepare themselves to actively participate and/or lead discussions of the assigned readings, during each class. They are expected to actively take part in case discussion and role-play exercises. Attendance is essential to the mastery of course</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Class attendance and participation	15%	✓	✓	✓	✓	✓	✓	2. Presentation	35%		✓	✓	✓	✓	✓	3. Final Paper	50%		✓	✓	✓	✓	✓	Total	100%						
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	<p>material. Attendance at all class meetings, for the full session, is expected. Excessive absences, late arrivals, or early departures will result in a reduction of one or more letter grade(s) for the course.</p> <p>2. Group Presentation (35%)</p> <p>This is a student-led discussion of readings and of a review of a specific area in the attachment and/or interpersonal neurobiology literature. The review is a presentation of approximately 1 hour and class discussion, accompanied by an informational summary and references distributed to class members. The presentation should be built around the following outline:</p> <ul style="list-style-type: none"> a) What question or issue is the author responding to? b) What is the author’s choice of theory? c) What is the author’s central point (stated in a few sentences)? d) What is the logic of the author’s argument? e) What key points does the author make to build her/his argument? f) What is the evidence the author presents to support her/his points and overall argument? g) Do you believe the author’s logic is sound and the evidence is compelling? Why or why not? h) How does the literature relate to your practice in the context of Hong Kong. (The grade for the presentation will be based on the clarity and comprehensiveness of the student’s presentation of the above topics and her/his raising of issues for class discussion of the ideas in the paper.) <p>3. Final Paper (50%)</p> <p>Students will choose a topic in the aspect of family issues and write an analytical paper on how the interpersonal neurobiology knowledge can illuminate the understandings behind the issues and the implications on marriage and family therapy practice in Hong Kong. The emphasis will be on students’ understanding of the topic and ability to apply analytical ability to the study of family practice and family in Hong Kong. Students should use APA format in their paper writing. (2,000 words).</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Preparation for presentation	30 Hrs.
	▪ Assignment	50 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Siegel, D. J. (2012). <i>The developing mind, second edition: How relationships and the brain interact to shape who we are</i>. New York, NY: Guilford Press.</p> <p>Siegel, D.J., & Bryson, T.P. (2014). <i>No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind</i>. New York, NY: Bantam.</p> <p>Cassidy, J. & Shaver, P. R. (eds.) (2002). <i>Handbook of attachment</i>. New York, NY: Guilford Press.</p>	

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Supplementary

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Huang, J., & Prochner, L. (2003). Chinese parenting styles and children's self-regulated learning. *Journal of Research in Childhood Education*, 18(3), 227-238.

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	<p>Siegel, D.J. (2007). Mindfulness training and neural integration. <i>Journal of Social, Cognitive, and Affective Neuroscience</i>, 2(4), 259-263.</p> <p>Siegel, D. J. (2010). <i>The mindful therapist: A clinician's guide to mindsight and neural integration</i>. New York, NY: W.W. Norton.</p> <p>Siegel, D.J. (2010). <i>Mindsight: The new science of personal transformation</i>. New York, NY: Bantam.</p> <p>Siegel, D.J. (2012). <i>Pocket guide to interpersonal neurobiology: An integrative handbook of the mind</i>. New York, NY: W.W. Norton.</p> <p>Siegel, D.J. (2013). <i>Brainstorm: The power and purpose of the teenage brain</i>. New York, NY: Penguin Putnam.</p> <p>Siegel, D.J., & McIntosh, J. (2011). Family law and the neuroscience of attachment, part II. In R.E. Emery & A. Schepard (Eds.), <i>Family Court Review: An Interdisciplinary Journal</i>, 49(3), 513-520.</p> <p>Song, H., Thompson, R. A., & Ferrer, E. (2009). Attachment and self-evaluation in Chinese adolescents: Age and gender differences. <i>Journal of Adolescence</i>, 32, 1267-1286.</p> <p>Sroufe, A., & Siegel, D.J. (2011). The verdict is in: The case for attachment theory. <i>Psychotherapy Networker</i>. http://www.drdansiegel.com/uploads/1271-the-verdict-is-in.pdf</p> <p>Van der Kolk, B. A. (2005). Developmental trauma disorder: Towards a rational diagnosis for children with complex trauma histories. <i>Psychiatric Annals</i> (35:5), 401-408.</p> <p>Van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. New York: Viking.</p>
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