

## Subject Description Form

<b>Subject Code</b>	APSS5760																	
<b>Subject Title</b>	Evolution in Family Therapy: Structural & Systemic Approaches																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Individual Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Group presentation &amp; Case Powerpoint Report</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject;</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation	10%	0%	2. Quiz	20%	0%	3. Individual Paper	40%	0%	4. Group presentation & Case Powerpoint Report	0%	30%
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<b>Objectives</b>	<p>The main purpose of this course is to facilitate students to develop a systems perspective in understanding marriage and family therapy. Students are expected to critically examine the role of the changing epistemological paradigms in the evolution of marriage and family therapy approaches. Students will be introduced to the major concepts of general system theory and natural systems theory that shape the development of various family therapy approaches. Students will be guided to compare and contrast the differences in the philosophical, theoretical and practice assumptions underlying two major family therapy approaches: Structural family therapy and Bowen Family Systems Theory. The emphasis of the learning is on developing a systemic orientation to family practice instead of mastering exclusively on therapeutic techniques of these family therapy approaches.</p>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the historical evolution and development of systems theory, including first and second-order cybernetics, and their impact on the emergence of various family therapy approaches.</li> <li>b. Understand the philosophical premises, theoretical assumptions, practice principles, and ethical principles underlying the two major family therapy approaches: Structural and Bowen Systems family therapy approaches.</li> <li>c. Examine the research basis for supporting their practice of these two family therapy approaches.</li> <li>d. Creatively integrate the two family therapy approaches with different family problems and issues in the context of Hong Kong.</li> <li>e. Begin to develop their own personal style of family therapy in light of the family therapy approaches studied.</li> </ol>																	

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Overview the difference between individual and family therapy</li> <li>2. Historical development for family therapy</li> <li>3. General system theory</li> <li>4. The application of systemic epistemological paradigm in Structural family therapy</li> <li>5. The application of systemic epistemological paradigm in Bowen Systems family therapy</li> <li>6. Family system assessment and family system interventions</li> </ol>																																																				
<b>Teaching/Learning Methodology</b>	<p>The main pedagogical approach for this subject is based on the action learning approach. Through attending the lectures and reading of the relevant materials, students will develop a conceptual understanding on the subject. They will be expected to actively experiment the newly learned concepts with actual cases. Their experimentation will be presented to the whole class so as to get feedback from other fellow students and teacher. Based on the feedback, they will make further experimentation with the newly acquired knowledge for family therapy practice. The subject will also incorporate a variety of experientially-based pedagogical methods to facilitate the students' learning, including case studies, role-play, videos of real-life cases, and individual and group presentation and reflection.</p>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="456 831 1482 1453"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual Paper (Bowen Approach)</td> <td>40%</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Group presentation &amp; Case Powerpoint Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Course requirement:</p> <ol style="list-style-type: none"> <li>1. Participation (10%) and Quiz (20%) <ul style="list-style-type: none"> <li>Students are expected to attend classes and read the assigned readings for the quizzes.</li> <li>The test will be in the format of multiple choice. The test covers all the contents discussed in the lectures. Students are also expected to read the assigned chapters in the text by Goldenberg, I. &amp; Goldenberg, H. (2017). Family therapy: An overview. (9th ed.). Chapters to read: 1, 2, 4, 5, 8 &amp; 10. There will be no make-up of this test.</li> </ul> </li> <li>2. Individual paper (40%) <ul style="list-style-type: none"> <li>Self in the Multigenerational Family System</li> <li>Students are expected to submit a 2,000-word reflection paper on the emotional functioning of themselves and their families.</li> </ul> </li> </ol>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	C	d	e	1. Participation	10%	✓	✓	✓	✓	✓	2. Quiz	20%	✓	✓	✓	✓	✓	3. Individual Paper (Bowen Approach)	40%		✓		✓	✓	4. Group presentation & Case Powerpoint Report	30%	✓	✓	✓	✓	✓	Total	100 %					
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	<p>Based on Bowen Family Systems Theory, students are required to:</p> <ul style="list-style-type: none"> <li>- examine their emotional functioning in the context of their families (nuclear family and extended family);</li> <li>- describe the emotional functioning of their families and the emotional processes in them, and how these impact on their sense of self;</li> <li>- identify the patterns and themes in self and family;</li> <li>- outline directions and strategies to enhance their differentiation of self in the context of their families. Credit will be given to the practicability and workability of the directions and strategies, and actual efforts to implement them.</li> <li>- include a chronology of significant events of their families and a family diagram.</li> </ul> <p>3. Group Presentation &amp; Case Powerpoint Report (30%)</p> <p>In groups of three (depending on the class size), students will use a family case to demonstrate the application of structural family therapy when working with a particular client group. The presentation includes: 1) presenting problem(s), 2) agencies and professionals involved, 3) family structure and organization (with a genogram), and 4) case formulation.</p> <p>Each presentation will include a videotaped segment of the role-play family interview (10 minutes) to illustrate family therapy techniques. This significant piece of dialogue has to be transcribed. Prior to showing the taped segment, the presenters will explain why the segment is chosen, what they want the class to pay attention to, what is so important about the piece, and what information provided by the family reflects the conceptualized concepts.</p>	
<p><b>Student Study Effort Expected</b></p>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	27 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Preparation for case presentation</li> </ul>	15 Hrs.
	<ul style="list-style-type: none"> <li>▪ Reading on required books &amp; articles</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Assignment</li> </ul>	30 Hrs.
	Total student study effort	114 Hrs.
<p><b>Reading List and References</b></p>	<p><u><b>Textbook</b></u>  Goldenberg, I. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview. (9th ed.)</i>. Boston, MA: Cengage Learning.</p>	

**Reading List and  
References**

**Supplementary**

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- Ma, J.L.C., Wong, C.Y., & Xia, L.L.L. (2020). Resolving intergenerational conflicts for a Hong Kong Chinese couple with a wife having high functioning autism (HFA) through structural family therapy. *Asian Journal of Family Therapy*, 4(1), 15–29.
- McGoldrick, M., Garcia-Preto, N. & Carter, B. (Ed.). (2016). *The expanding family life cycle: Individual, family, and social perspectives. (5<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
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- Minuchin, S., & Nichols, M. (1993). *Family healing: Tales of hope and renewal from family therapy*. New York, NY: Free Press.
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- Papero, D.V. (2014). Assisting the two-person system: An approach based on the Bowen theory. *Australian and New Zealand Journal of Family Therapy*, 35, 386-397.

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|  | <p>Sim, T. (2007). Structural family therapy in adolescent drug abuse: A Hong Kong Chinese family. <i>Clinical Case Studies</i>, 6(1), 79–99.</p> <p>Titelman, P. (1998) (Ed.). <i>Clinical applications of Bowen family systems theory</i>. New York, NY, Haworth Press.</p> <p>Wong, O.L., &amp; Ma, J.L.C. (2013). Development of family therapy in Hong Kong. <i>Contemporary Family Therapy</i>, 35(2), 244–256.</p> <p>Wong, O.L. (2001). The strengths approach in working with multi-problem families: A case study. <i>Hong Kong Journal of Mental Health</i>, 30, 78–89.</p> <p>王愛玲 (2012)。夾縫中的孩子。香港：天窗出版社。</p> <p>王愛玲 (2015)。婚姻滋味——尋回相愛的甜蜜。香港：天窗出版社。</p> <p>王愛玲 (2017)。代代相愛——解開糾結的關係。香港：天窗出版社。</p> <p>米高·卻爾著，陳蘇陳英等人譯 (2016)。一個家庭的故事：博域理論入門。香港：香港國際社會服務社。</p> |
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