

Subject Description Form

| Subject Code | APSS5769 | | | | | | | | | | | | | | |
|--|--|------------------|--|----------------------------|-----------------------|------------------|----------------|-----|----|-----------------|----|-----|---------------------------------------|-----|----|
| Subject Title | Marriage, Separation, Divorce and Reconstituted Families | | | | | | | | | | | | | | |
| 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: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Final Paper</td> <td style="text-align: center;">50%</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;">30%</td> </tr> <tr> <td>3. Class Attendance and Participation</td> <td style="text-align: center;">20%</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. Final Paper | 50% | 0% | 2. Presentation | 0% | 30% | 3. Class Attendance and Participation | 20% | 0% |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Final Paper | 50% | 0% | | | | | | | | | | | | | |
| 2. Presentation | 0% | 30% | | | | | | | | | | | | | |
| 3. Class Attendance and Participation | 20% | 0% | | | | | | | | | | | | | |
| Objectives | <p>Students will be facilitated to critically examine updated references and research findings on individual and family development across the lifespan, and to develop a theoretical and contextual understanding of the needs, problems and current issues in relation to marriage, separation, divorce and reconstituted families. Upon successfully completing this subject, students will be able to use the family development perspective in understanding and assessing marital issues, developing greater sensitivity to the competing values and needs among individuals and their families, and enhancing awareness to the opportunities and constraints of families in the contexts in which families are embedded. In addition, students will also be sensitive to the issues of human sexuality development and transsexual and same sex individuals' struggles in their search for life long relationships. Finally, students will be facilitated to strengthen their practice competence by exposing them to options of interventions when working with families in diversity.</p> | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. critically examine theoretical concepts and research findings on individual and family development across the lifespan and draw implications on working with diversified families in the Hong Kong context; b. identify the needs and problems during the course of coupling, uncoupling, formation and reconstitution of families and the relevant available intervention approaches; c. reflect upon the issues arising in working with couples and their families, and challenges and opportunities in separating, divorcing and remarried couples and their families with special reference to Chinese cultural values and social changes in Hong Kong; and | | | | | | | | | | | | | | |

| | <p>d. strengthen awareness of their roles and resources in working with couples and their children confronting changes and life tasks during the developmental stages of marriage, separation, divorce and family reconstitution.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Subject Synopsis/ Indicative Syllabus</p> | <ol style="list-style-type: none"> 1. Current issues in marriages and families <ul style="list-style-type: none"> ▲ Definitions and functions of marriages and families ▲ Functioning of marriages and families in the larger social context: poverty, globalization and the changing status of men and women ▲ Development of family: family life cycle ▲ Families and the social environment in Hong Kong 2. What does the scientific research tell us about marriage and divorce? <ul style="list-style-type: none"> ▲ Why marriages succeed or fail? ▲ What predicts divorce? ▲ The marriage clinic: a scientific-based marital therapy ▲ Affective neuroscience and the emotional revolution in intimate relationships ▲ Theory on moment by moment affinity and reconnection/ spirituality in couple relationships 3. Couple relationship dynamics from an intergenerational perspective <ul style="list-style-type: none"> ▲ Bowen family systems therapy: marital fusion and differentiation ▲ The application of family systems theory in Hong Kong 4. Intimacy and sexuality in couples relationship <ul style="list-style-type: none"> ▲ Influential factors in human sexual development ▲ Sex and intimacy in couple relationships 5. Separation and divorced families <ul style="list-style-type: none"> ▲ Indigenized model for treatment of extramarital affairs ▲ Causes of separation and divorce ▲ Stages of divorce and tasks to be accomplished for a healthy separation and divorce ▲ Helping children to face with separation and divorce of their parents 6. Reconstituted families: systems and assessment <ul style="list-style-type: none"> ▲ Characteristics and challenges faced by reconstituted families ▲ Prediction of difficulties for reconstituted families and success in remarriage ▲ Helping children to face the remarriage of their parents ▲ Implications for effective practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Teaching/Learning Methodology</p> | <p>Lectures, videos with discussion and debriefing, case discussion and seminar presentations will be used in teaching and learning.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="4" style="width: 60%;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 15%;">a</th> <th style="width: 15%;">b</th> <th style="width: 15%;">c</th> <th style="width: 15%;">d</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>1. Final Paper</td> <td>50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Presentation</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | a | b | c | d | | | | | | | 1. Final Paper | 50% | ✓ | ✓ | ✓ | ✓ | 2. Presentation | 30% | ✓ | ✓ | ✓ | ✓ |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Final Paper | 50% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
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|---------------------------------------|-------|---|---|---|---|
| 3. Class Attendance and Participation | 20% | ✓ | ✓ | ✓ | ✓ |
| Total | 100 % | | | | |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Final Paper (50%)

In the case report, students are expected to use the concepts of couple and family therapy to analyse the case presented in class and make suggestion on alternative ways of working with this couple/family. The paper should be double-line spaced. The paper should be properly typed and appended with a list of references.

The content of the paper should include:

- (a) Demonstrate how you assess the presenting couple/ family issues from a systemic perspective (including a genogram and presenting problems).
- (b) Appraise what you would have done differently to join the couple/family and track the pattern of interaction (by composing a transcript of ~1,000 words).
- (c) Discuss the use of techniques in the transcript.

Word limit: 1,800 words (Inclusive of references); Word count to be specified.

Paper submission: The students must upload on or before the deadline a soft copy of the completed assignment to Turnitin.

Late submission: Marks will be deducted for late submission. 15% of the original mark will be deducted for every 24 hours the paper is late, unless prior approval has been granted. The paper will not be graded if submitted more than 7 days after the deadline.

Deadline for submission: TBC

2. Presentation (30%)

This is a group-based assignment.

In groups of a maximum of four students, use a case to demonstrate the application of practice competence when working with couples or separation, divorce or reconstituted families. Specifically, the group will prepare a mock therapy situation where the therapist interviews the family for 10 minutes. This piece of therapy has to be transcribed. After showing the 10 minutes’ role-play interview, the group will examine and discuss the reactions of the mock family members including how well the therapist has joined the family and tracked the pattern of interaction.

Students will be given 20 minutes for the group presentation (including 10 minute video), another 25 minutes will be assigned to the class for discussion and feedback.

The group needs to prepare the following presentation materials:

- One 10 minute video
- One transcription of the 10 minute video
- One PPT presentation (maximum of 10 slides recommended; Topics include: presenting problems, genogram, patterns of interaction, contextual assessment of the presenting problems)

Students are expected to email a powerpoint report and the transcript to the instructor at least two days before the presentation. Please elect a group leader. The responsibility of the group leader is to send the report and transcript on behalf of the group.

| | | | | | | | | | | | | | | | | | |
|---|--|--|---|-----------|------------------|---|--------|--|---|--------|--|---|-----------|---------------------------------|---|----------|----------|
| | <p>Sample of transcript</p> <table border="1" data-bbox="435 188 1505 495"> <tr> <td>1</td> <td>Therapist</td> <td>What can I help?</td> </tr> <tr> <td>2</td> <td>Father</td> <td>My wife recently received a call from the school informing that our daughter has not been going to school and she has missed a few days of school already.</td> </tr> <tr> <td>3</td> <td>Mother</td> <td>Ya, a teacher has contacted me to say that Grace has been giving a lot of behavioral issues recently, and has been playing truant.</td> </tr> <tr> <td>4</td> <td>Therapist</td> <td>Hello Grace, what is your view?</td> </tr> <tr> <td>5</td> <td>Daughter</td> <td>(silent)</td> </tr> </table> <p>3. Class Attendances and Participation (20%) Students are expected to participate actively in class/seminar discussion. It is through discussion that students strengthen their conceptual base and sharpen their analytical ability; students will also benefit from the subject teacher’s and their fellow students’ immediate feedback. Attendance and participation in discussion will be graded.</p> | | 1 | Therapist | What can I help? | 2 | Father | My wife recently received a call from the school informing that our daughter has not been going to school and she has missed a few days of school already. | 3 | Mother | Ya, a teacher has contacted me to say that Grace has been giving a lot of behavioral issues recently, and has been playing truant. | 4 | Therapist | Hello Grace, what is your view? | 5 | Daughter | (silent) |
| 1 | Therapist | What can I help? | | | | | | | | | | | | | | | |
| 2 | Father | My wife recently received a call from the school informing that our daughter has not been going to school and she has missed a few days of school already. | | | | | | | | | | | | | | | |
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| 4 | Therapist | Hello Grace, what is your view? | | | | | | | | | | | | | | | |
| 5 | Daughter | (silent) | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lecture <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Preparation for case presentation ▪ Reading on required books & articles ▪ Assignment <p>Total student study effort:</p> | <p>39 Hrs.</p> <p>15 Hrs.</p> <p>30 Hrs.</p> <p>30 Hrs.</p> <p>114 Hrs.</p> | | | | | | | | | | | | | | | |
| <p>Medium of Instruction</p> | <p>English supplemented with Chinese</p> | | | | | | | | | | | | | | | | |
| <p>Reading List and References</p> | <p><u>Essential</u></p> <p>Gottman, J. M. (1999). <i>The marriage clinic: A scientifically based marital therapy</i>. New York, NY: W.W. Norton. Chapter 1~3.</p> <p>Minuchin, S., Nichols, M. P., & Lee, W. Y. (2007). <i>Assessing families and couples: From symptom to system</i>. New York: Pearson.</p> <p><u>Supplementary</u></p> <p>Boyan, S. M., & Termini, A. M. (2005). <i>The Psychotherapist as parent coordinator in high-conflict Divorce: Strategies and techniques</i>. New York, NY: Haworth Press.</p> <p>Barnes, G. G. (1991). Ambiguities in post-divorce relationships. <i>Journal of Social Work Practice, 5(2), 143-150</i>.</p> <p>Carrity, C. B., Johnson, E.T., & LaCrosse, E. R. (2001). <i>Working with high-conflict families of divorce</i>. Northvale, NJ: Jason Aronson.</p> <p>Combrinck-Graham, L. (Ed.). (2006). <i>Children in family contexts: Perspectives on treatment (2nd ed.)</i>. New York: Guilford Press.</p> <p>Dienhart, A. (2001). Engaging men in family therapy: does the gender of the therapist make a difference? <i>Journal of Family Therapy, 23, 21-45</i>.</p> | | | | | | | | | | | | | | | | |

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- Gordon, K. C., Baucom, D. H. & Synder, D. K. (2008). An integrative approach to treating infidelity. *The family journal: counseling and therapy for couples and families*, 16 (4), 300-307.
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- Greenan, D.E., & Tunnell, G. (2003). *Couple therapy with gay men*. New York: Guilford Press.
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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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marital transitions. *Journal of Marriage and Family*, 64, 1024-1037.

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Stewart, S. D. (2007). *Brave new stepfamilies: Diverse paths toward stepfamily living*. Thousand Oaks, CA: Sage.

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Tai, L. T. T., Wan, C., & Yan, P. F. L. (2009). Coping with multiple family transitions: Experiences of stepchildren in Hong Kong. *Hong Kong Journal of Social Work*, 42(1/2), 51-69.

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Young, K. P. H., & Fok, Anita Y. L. (Eds.). (2005). *Marriage, divorce and remarriage: Professional practice in the Hong Kong cultural context*. Hong Kong: Hong Kong University Press.

霍玉蓮 (2009)。心理與心靈的重聚——從佛洛伊德到米高維：婚外情個案演繹。香港：突破。

霍玉蓮 (2013)。饒恕果真如此輕易。香港：突破。

王愛玲 (2012)。夾縫中的孩子。香港：天窗出版社。

王愛玲 (2015)。婚姻滋味——尋回相愛的甜蜜。香港：天窗出版社。

王愛玲 (2017)。代代相愛——解開糾結的關係。香港：天窗出版社。

Visual Materials (The Hong Kong Polytechnic University Library):

Gottman, J. M. (2006). *Making marriage work*. USA: Better Life Media.
AV HQ734 .M35 DVD.

Gottman, J. M. (2006). *The art and science of love: A workshop for couples*. Seattle, WA: Gottman Institute.

| LOCATION | CALL NUMBER |
|---------------------|--------------------------------|
| AV Supplement | <u>HQ734 .A78 DVD</u> supp. |
| <u>AV DVD-Video</u> | <u>HQ734 .A78 DVD</u> disc 1-2 |
| <u>AV DVD-Video</u> | <u>HQ734 .A78 DVD</u> disc 3-4 |

Gottman, J. M. (2002). *Marital therapy: A research-based approach. The two-day workshop for clinicians*. Seattle, WA: Gottman Institute.

| LOCATION | CALL NUMBER |
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| AV Supplement | <u>RC488.5 .M374 DVD</u> manual |
| <u>AV DVD-Video</u> | <u>RC488.5 .M374 DVD</u> disc 1-2 |
| <u>AV DVD-Video</u> | <u>RC488.5 .M374 DVD</u> disc 3-4 |
| <u>AV DVD-Video</u> | <u>RC488.5 .M374 DVD</u> disc 5-6 |
| <u>AV DVD-Video</u> | <u>RC488.5 .M374 DVD</u> disc 7-8 |