

Subject Description Form

Subject Code	APSS615														
Subject Title	Advanced Family-Centred Social Work: Theory, Practice and Research														
Credit Value	3														
Level	6														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<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. Portfolio</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;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Peer Review Journal</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Portfolio	50%	0%	2. Presentation	30%	0%	3. Peer Review Journal	20%	0%
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Objectives	<p>This is an elective subject for those who are committed to acquire knowledge in developing innovative family interventions with the goal of promoting the welfare of families in social work and related human service contexts. This course offers a critical understanding on the current practice knowledge and research development in family-centred social work. With such an understanding, the students can begin to formulate a personal stance as well as an organizational framework in family- centred social work practice.</p>														

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Develop a critical understanding on the historical and current development of family-centred theory and practice in local and international contexts; b. Examine the role of philosophical traditions and social theories on the evolution of family-centred social work; c. Appraise the state-of-the-art of the practice model development in family-centred social work with a special focus on developing indigenous practice in the Chinese contexts; d. Evaluate the state-of-the-art of the research development in family-centred practice; e. Formulate a personal stance and an organizational framework in family-centered social work and related professional contexts.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ul style="list-style-type: none"> - Critical review on <ul style="list-style-type: none"> • The historical and current development of family-centred theory, practice and research in Hong Kong and in the international scene • The major theoretical frameworks informing the family-centred social work practice. Some of the major theories include: Ecological Perspectives, Family Systems Theories, Family Life Course Theory and Feminism and Critical Theory - Reflective examination on <ul style="list-style-type: none"> • Practice models in family-cantered practice for social work. Some of these models include: <ul style="list-style-type: none"> - Structural family therapy - Systemic family therapy - Family resilience - Community-based approach <ul style="list-style-type: none"> ▪ Family-centred practice models in the West and local practice ▪ Indigenization of family-centred practice models in the Chinese contexts • Issues in family-cantered social work: changing value and ethics, changing family forms, gender roles and relations, cultural diversity and socio-economic disparity. - Critical appraisal on

	<ul style="list-style-type: none"> • Development of family research • Characteristics and challenges of family research - Quantitative versus qualitative family research - Family practice versus family outcomes - Congruence and discrepancies about family processes among family members - Interdependence among family members - evidence based practice versus practice based evidence - 																																								
Teaching/Learning Methodology	<p>The main pedagogical approach for this subject is based primarily on an experiential learning framework. A wide range of experientially-based teaching-learning activities will be employed to facilitate the students' learning, such as portfolio, reflective journals, peer review journal, reflective team, case study, role-play, workshop, and group presentation. The instructor will act as a coach to support the students to gain both the conceptual and experiential understanding on the subject syllabus.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="430 861 1429 1396"> <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. Portfolio</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Peer Review Journal</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>-</td> </tr> <tr> <td>3. Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> a. The portfolio aims to develop the students' applications of family theories in understanding and assessing one's family process; b. The peer review journal paper aims to help the students in examining the characteristics of family research; c. The presentation aims to help the students to integrate family theories, practice and research. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Portfolio	50%	✓	✓	✓	✓	✓	2. Peer Review Journal	20%	✓	✓	✓	✓	-	3. Presentation	30%	✓	✓	✓	✓	✓	Total	100%					
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Student Study	Class contact:																																								

Effort Expected	▪ Lecture	18 Hrs.
	▪ Seminar	21 Hrs.
	Other student study effort:	
	▪ Self-Study	30 Hrs.
	▪ Preparation for Term Paper	30 Hrs.
	▪ Preparation for Seminar Presentation	10 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Arney, F. & Scott, D. (2010). <i>Working with vulnerable families: a partnership approach</i>. Cambridge ; New York : Cambridge University Press.</p> <p>Bahr, H. M. (2009). <i>Toward more family-centered family sciences: love, sacrifice, and transcendence</i>. Lanham, MD : Lexington Books</p> <p>Bengtson, V.L., Acock, A.C., Allen, K.R., Dilworth-Anderson, P. & Klein, D.M. (Eds) (2005). <i>Sourcebook of family theory & Research</i>. Thousand Oaks, CA: Sage</p> <p>Cheal, D.J. (1991). <i>Family and The State of Theory</i> New York: Harvester Wheatsheaf; Toronto : University of Toronto Press.</p> <p>Collins, D., Jordan, C., & Coleman, H. (2010). <i>An introduction to family social work</i>. Belmont, Calif. : Brooks/Cole, Cengage Learning.</p> <p>Gaughan, K., McCafferty, S., & Purbrick, M. (2012). <i>Social work reclaimed: Innovative frameworks for child and family social work practice</i>. London: Jessica Kingsley Publishers (e-book).</p> <p>Hartman, A. & Laird, J. (1983) <i>Family-Centered Social Work Practice</i> New York: Free Press.</p> <p>Holland, S. (2011). <i>Child & family assessment in social work practice</i>. London : Sage Publications.</p> <p>Janzen, C. (2006) 4th Editions. <i>Family treatment: evidence-based practice with populations at Risk</i> Belmont, CA: Thomson Brooks/Cole.</p> <p>Kilpatrick, A. C., & Holland, P. H. (2009). <i>Working with families: an</i></p>	

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