Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS5111</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Contemporary Family Issues and Problems in Marriage and Family Therapy</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Assessment Methods**

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In class debate</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Group Presentation</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>3. In class Exercise</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>4. Reflection paper</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
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- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.

**Objectives**

Students are expected to critically examine the major theoretical, intervention, and research developments of the contemporary issues and problems in marriage and family therapy, such as additive behaviours, cross-border marriage, childhood health and family dynamics, spirituality, and family risk and resilience, \(^1\) In this year, the last two issues are selected. Students are guided to analyze the limitations and strengths of the current theories and intervention in understanding and addressing these issues, particularly in relationship to gender and culturally diverse cases. Students are encouraged to evolve a practice style that is both culturally sensitive and gender sensitive through active experimentation on the newly learned knowledge gained from the subject with the actual cases.

**Intended Learning Outcomes**

Upon completion of the subject, students will be able to:

a. To understand the major theoretical, intervention and research developments in contemporary issues pertinent to family therapy
b. To examine the contemporary issues in family therapy in relation to gender and culture.
c. To examine how their own gender and cultural background influence their practice of marriage and family therapy.
d. To develop gender-sensitive and culture-sensitive orientations to family therapy practice

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\(^1\) In consultation with our faculty members and students, two or three current issues will be selected each year. They aim to address those issues which are not covered by other courses of the MASW program.
### Subject Synopsis/Indicative Syllabus

1. Family risk and resilience: current theoretical, intervention and research developments.
2. Spirituality and family therapy: current theoretical, intervention and research developments.
3. Gender and family therapy: feminist approach and social constructionist approach
4. Culture and family therapy: multicultural approach and collaborative practice
5. Issues of developing gender-sensitive and culture-sensitive orientations to family therapy practice with the selected contemporary issues.

### Teaching/Learning Methodology

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.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weight</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate) a b c d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In class debate</td>
<td>25%</td>
<td>✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>2. Group Presentation</td>
<td>25%</td>
<td>✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>3. In class Exercise</td>
<td>25%</td>
<td>✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>4. Reflection paper</td>
<td>25%</td>
<td>✓  ✓  ✓  ✓</td>
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. **In-Class Debate Exercise (25%)** In an effort to combat domestic violence, the Social Welfare Department (SWD) will develop and launch an intervention programme based on the results of a consultation meeting with 4 groups of DV experts (feminism, sociological, psychological & family-systems). Each group will give a 20 minute presentation, with the aim of convincing SWD that their philosophy represents the most effective approach to the problem. The presentations will be followed by a 30 minute roundtable discussion exercise in which each team is expected to challenge each other and defend their own perspectives. A 5 minute conclusion will be given to each team to sum up their arguments.

2. **Group Presentation on Domestic Violence (25%)** Each group will present on any topic related to the study of intimate partner violence.
   e.g. a) Characteristics of the Male Batterer 
   b) Evaluation of Batterers’ Intervention Programs (BIP)
   c) Psychological Impact on children witnessing domestic violence 
   d) Feminist analysis of domestic violence 
   e) Female Batterer
<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
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<tbody>
<tr>
<td></td>
<td>Lecture 27 Hrs.</td>
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<tr>
<td></td>
<td>Seminar 12 Hrs.</td>
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<tr>
<td>Other student study effort:</td>
<td>Contact hour 5 Hrs.</td>
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<tr>
<td></td>
<td>Self-Study 90 Hrs.</td>
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<tr>
<td>Total student study effort</td>
<td>134 Hrs.</td>
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<table>
<thead>
<tr>
<th>Medium of Instruction</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>Medium of Assessment</td>
<td>English</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Essential</th>
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</thead>
</table>
Supplementary


