# Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS5740</th>
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<tbody>
<tr>
<td>Subject Title</td>
<td>Family Systems and Adolescent Development</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
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<tr>
<td>Level</td>
<td>5</td>
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**Pre-requisite / Co-requisite/ Exclusion**

Nil

**Assessment Methods**

<table>
<thead>
<tr>
<th></th>
<th>Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group practice project</td>
<td>0%</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>2. Individual reflection paper</td>
<td>30%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>3. Individual assignment</td>
<td>55%</td>
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This course will critically examine a range of theories of adolescent development in the context of family, with specific reference to a range of issues to with culture, gender, and the wider contexts. Problematic behaviours such as adolescent drug abuse, conduct disorder, eating disorder, delinquency, would be discussed particularly in the context of Hong Kong.

**Objectives**

The objective of this module is to help student critically examine the major challenges and issues confronting today’s youths using developmental and systemic perspectives. The module examines personal, familial, and societal factors that affect normal development and problems during adolescence. Intervention models and techniques, especially that in relation to the family, that target specific issues, such as substance abuse, eating disorders, conduct disorders are examined and evaluated for their effectiveness.

**Intended Learning Outcomes**

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

a. critically appraise the usefulness of different theories of adolescent development;

b. recognize the family context of adolescent problems, with specific reference to the local context;

c. identify the professional roles of the learners in working with adolescents in the light of different theories of adolescence;

d. devise programmes for youth and their families in the light of the research evidence on different type of programmes;

e. have the cognitive abilities and skills in working with other professionals in helping youths and their families.

**Subject Synopsis/ Indicative Syllabus**

1. **Overview of issues and challenges of adolescents and youth work through time and contexts**

   This session examines “What is adolescence?” through an overview of the nature of youth in the context of time, the definition of youth and adolescents
in the context of different countries, with a particular focus on the general profile and challenges of Hong Kong adolescents

2. **The major adolescence theories and concepts**
   This session begins with a discussion on the importance of theories in understanding adolescence, and critiques a range of adolescent contemporary perspectives and their development: psychoanalytic, psycho-social, interpersonal, social-cognitive, contextual, and youth empowerment perspectives.

3. **The adolescent-peer-family triangle**
   This session attempts to review the notion and definition of “family” and peer, and their impact on adolescent development, particularly divorce, parenting style, attachment, parent child relationship, gangs, peers, and the tension between peers and parents on adolescent development.

4. **The contexts of adolescence: The school, workplace, community and the media**
   This session looks at the major salient contexts for adolescent development including the school workplace, community and the media. “Effective schools” would be scrutinized, school subsystems, school bullying and violence, academic achievement and dropping out of school would be some of the issues discussed. Theories of vocational choice and occupational environment theory would be applied to reviewing the career development and guidance of adolescents, the impact of summer jobs, full time employment and volunteer work on adolescent development would be appraised. The function and impact of media on adolescent development, and the impact of “pathological videogame use” on adolescent-parent relationship would be highlighted based on empirical evidence.

5. **The major issues/challenges adolescents encounter nowadays**
   “What is the definition of problematic behavior?” is used to begin the examination of criteria for determining and classifying problem behaviors of adolescents. The risk and protective factors are suggested for some of the challenges adolescents face in this session. In-depth exploration is made on the sexuality and sexual problems of adolescents.

6. **Depression in youths and their intervention**
   After a review of the risk and protective factors of depression in adolescents, this session focuses on the issues the way depression is assessed and treated, with case discussion and analysis.

7. **Anxiety in youths and school counselling**
   The etiological issues and the differentiation of fear, anxiety and phobias in adolescents from different theoretical perspectives would be discussed. School counselling as an approach to reach out to adolescents, especially those experiencing fear or anxiety would be examined.

8. **Juvenile delinquency & youth crime: Prevention, diversion and treatment**
   The concept and theories of juvenile delinquency will be reviewed and the salient factors associated to the phenomenon will be presented for discussion and debated. Specific attention will be paid to the juvenile delinquency problems in the context of Hong Kong, in relation to the risk and protective factors. A survey and comparison of the juvenile delinquency prevention, intervention and diversion programs available locally and internationally will
be conducted.

9. **Adolescent eating disorders**
   The etiology, assessment and treatment of eating disorders would be presented for discussion, with a particular focus on cultural and context issues. Application of family perspective would be included, with reference to specific research and interventions in Hong Kong, United Kingdom and United States.

10. **Adolescent drug abuse and family therapy**
   Family factors in adolescent drug abuse, and the place of involving family members in adolescent drug abuse treatment would be examined based on international literature and local research and practice experience. The gamut of theories and evidence based practice using family therapy would be present.

### Teaching/Learning Methodology

The participation of students both in the lectures and seminars are crucial for learning in this module. The subject lecturer will be responsible for providing students with the theoretical and knowledge inputs about adolescence and their family development. Students are expected to share on topics and case discussion guided by the lecturer as the subject is delivered. Teaching methods include lectures, discussion forums, video presentation, case discussion, and group project presentation. Overseas and local guest speakers who are expert in the area of working with youths are invited where possible.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>1. Group practice project</td>
<td>15%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Individual reflection paper</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Individual assignment</td>
<td>55%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 %</td>
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students are expected to actively share and discuss their learning and ideas with others during lectures and seminars, and participate in a group practice project. All students are required to complete an individual assignment before participating in the group practice project, and an individual reflection paper after the group practice project.

The overall purpose of these individual and group projects is to give students a platform to integrate the theories and concepts of adolescence learnt in classroom setting, and increase their first hand understanding of the issues and challenges related to working with youths.
Course requirement

1. Individual Assignment [55%]
The individual project provides a platform for the student to focus on the adolescent services and or issues in Hong Kong. Examples of an individual project include but not limited to a literature review on a salient topic related to this module, analysis of a local youth service or interviews with adolescents or their significant others. The report should not be more than 2,000 words (excluding references and all appendixes), proper referencing is expected.

2. Group Practice Project [15%]
For the group practice project, students are prepared and expected to work in a small group of 3 to 5 group members directly with adolescents and their parents, under close supervision of tutors. For example, students may participate in a one-day family programme aimed at integrating theory and practice. Students are expected to prepare and organize activities for a group of adolescents and their parents, covering topics, including but not limited to adolescent development, problem solving, and communication aimed to improve parent-child relationships of participants. Students will be evaluated on the content and process of executing their plans.

3. Individual Reflection Paper [10%]
The students are expected to critically evaluate the process of interacting with the adolescents and their parents, and lessons learnt in the group practice project in this individual reflection paper. The reflection paper, with a word limit of no more than 1,500 words must be submitted within two weeks of the Group Practice Project.

<table>
<thead>
<tr>
<th>Student Study Effort expected</th>
<th>Class contact:</th>
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<tbody>
<tr>
<td></td>
<td>Lecture</td>
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<td></td>
<td>Seminar</td>
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<tr>
<td>Other student study effort:</td>
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<td></td>
<td>Preparatory and discussion for group projects</td>
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<tr>
<td></td>
<td>Reading prescribed books &amp; articles</td>
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<tr>
<td></td>
<td>Assignment</td>
</tr>
<tr>
<td>Total student study effort</td>
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<tr>
<th>Medium of Instruction</th>
<th>English</th>
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<tbody>
<tr>
<td>Medium of Assessment</td>
<td>English</td>
</tr>
<tr>
<td>Reading List and References</td>
<td>Essential</td>
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</tbody>
</table>


**Supplementary**


| Gray, P. (1994). *Inside the Hong Kong juvenile court: the decision-making process in action.* Department of Social Work and Social Administration, University of Hong Kong. |
and subculture in Tung Tau. Outreaching Service, Caritas.


Ng, A. (1980). *Family relationship and juvenile delinquency*. Hong Kong: Social Research Centre, CUHK.


**Supplementary (Chinese)**

馬麗莊（2001）. 青少年與家庭治療. 臺北: 五南圖書出版社.

許小東（2005）. 青少年兒童行為障礙的家庭治療. 四川教育學院學, 21(2), 5-7.


**Video resource**

- 我的學校不一樣 [video recording]
  香港電台電視部, 2013 32319 DVD
- Adolescents in need [video recording]
  Hong Kong: RTHK, 2008
  AV Local TV 24898 DVD
  Access Naxos Spoken Word Library
  AV DVD-Video [AV Display] HQ772 .D483 v.30 DVD
- 十五歲的夢 [video recording]
  香港: 電視廣播有限公司, 2009
  AV Local TV 26790 DVD
- School bullies [video recording] : Hong Kong : RTHK, 2005
  AV Local TV20900 DVD
- 不一樣的暑期工 [video recording]
  香港: 香港有線電視有限公司, 2009
  [AV Display] 27165 DVD
- 我走我路 [video recording] ; [待業青年參加”繼續走出我天地”計劃]
  香港: 香港電台電視部, 2009
  [AV Display] 27193 DVD
- 過濾? 過慮? [video recording]
  香港: 香港電台電視部, 2009
  26614 DVD
- [Youth unemployment] [video recording] ; [Stories of two street sleepers]
  Hong Kong : RTHK, 2009
  AV Local TV - 27433 DVD -