

Subject Description Form

Subject Code	APSS5111																	
Subject Title	Contemporary Family Issues and Problems in Marriage and Family Therapy																	
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. Class attendance and participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Analysis paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Clinical Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>6. Reflection Paper</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; and Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class attendance and participation	20%	0%	2. Analysis paper	30%	0%	3. Clinical Paper	30%	0%	6. Reflection Paper	20%	0%
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Objectives	<p>This course will first provide students with the basics of trauma theory-supporting their ability to bring a trauma-sensitive perspective to clinical work with individuals and families. Emphasis will be placed on the neurophysiology of trauma to help clients in the healing process with specific emphasis on the beginning phase of treatment during which psychophysiological dysregulation keeps clients disconnected from self and support systems. This course will then invite students to experience and examine mindfulness-based intervention as one of the treatment approaches for trauma recovery and different kinds of chronic conditions. Students will develop their competence in deepening their empathy for, and engagement with, clients and in working with emotional reactivity under stress across clinical populations and with the general public. Students will adopt mindfulness as a tool for self-care and prevention of compassion fatigue.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe the historical underpinnings of current trauma theory; b. demonstrate understanding of brain biology and the impact of trauma on basic brain function; c. demonstrate ability to utilize a trauma-sensitive perspective in case conceptualization and treatment planning; d. describe major contemporary theoretical and intervention issues using mindfulness-based intervention; and e. demonstrate the ability to apply a mindfulness-based approach in treatment of trauma and other stress-related difficulties in clinical practice. 																	

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Foundations of trauma theory: historical foundation of current theory and emerging diagnostic constructs. 2. Neurophysiology of trauma: basic brain biology and the brain's response to trauma. 3. The imprint of trauma. 4. Defining resilience: path to recovery and post-traumatic growth. 5. Mindfulness and clinical practice: current theoretical, intervention and research developments. 6. Enhancing competence and sensitivity in family therapy practice 																																								
Teaching/Learning Methodology	<p>The main pedagogical approach for this subject is based on the experiential learning approach. Through participation in learning and practicing mindfulness exercises during class and in home practice, students are expected to develop practice knowledge about the mind-body connection and stress reactivity, skills for awareness and sensitivity in clinical practice and self-care for helping professionals. In addition to theories and techniques in mindfulness-based intervention, specific adaptation to clinical populations will be highlighted during the lecture.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="432 808 1461 1285"> <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. Class attendance and participation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Analysis paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Clinical Paper</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>6. Reflection Paper</td> <td>20%</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> <ol style="list-style-type: none"> 1. <u>Analysis paper (30%):</u> <p>In this 1500-word paper, students need to analyze the issues they think are especially critical to understanding trauma and doing trauma-related treatment in the text book, “the body keeps the score: Brain, mind, and body in the healing of trauma” by van der Kolk. This paper should cover both the history and the therapeutic issues and should include a section on each student's reactions, feelings or opinions regarding aspects of the subject matter presented in the book and should be written in the first person.</p> <p>Please include an examination of the following:</p> <p>Discuss the history of (and the conflict/dialectic around) the concept of ‘trauma.’ Why does van der Kolk feel that the diagnosis of PTSD and use of drug treatment is not sufficient for what survivors of prolonged trauma or captivity endure? What does he propose instead? Analyze what van der Kolk proposes as the basic conditions and stages of trauma treatment – and why he sees the need for them. Could we just treat symptoms instead? This should be the longest section. Finally,</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Class attendance and participation	20%	✓	✓	✓	✓	✓	2. Analysis paper	30%	✓	✓	✓			3. Clinical Paper	30%			✓	✓	✓	6. Reflection Paper	20%				✓	✓
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	<p>what part of the discussion in van der Kolk’s book was of most interest and why? Please be specific. Students may write this section in the first person and may refer to either personal or professional experiences that resonate with van der Kolk’s work.</p> <p>2. <u>Clinical paper: Clinical application of mindfulness training</u> (30%)</p> <p>Select a target group (e.g. depression, young children, parents with problems in handling difficult child behaviours) and discuss the application of mindfulness-based intervention in clinical practice in 1500 words. This paper should cover the models and skills to be used for the particular target group.</p> <p>3. <u>Reflection paper</u> (20%)</p> <p>What did you learn about yourself, as a person and as a therapist trainee? After mindfulness practice, what did you notice about your patterns in stress reactivity? What about your relationships with others? What is the implication for clinical practice? Please write your discovery in experiential learning in 1000 words.</p> <p>Please note that plagiarism is a serious academic misconduct. All papers should be properly referenced using APA style citation.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> • Lecture 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Preparation for papers 	30 Hrs.
	<ul style="list-style-type: none"> • Self-Study 	39 Hrs.
	Total student study effort	108 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>van der Kolk, B. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. New York, NY: VIKING.</p> <p>Kabat-Zinn, J. (2011). <i>Mindfulness for beginners: Reclaiming the present moment - and your life</i>. (Boulder: Sounds True).</p> <p>Kabat-Zinn, J. (2013). <i>Full catastrophe living: Using the wisdom of your body and your mind to face stress, pain and illness (revised ed.)</i>. New York, NY: Delta.</p> <p>Segal, Z. V., Williams, J. M. G., and Teasdale, J. D. (2013). <i>Mindfulness-Based Cognitive Therapy for Depression (second ed.)</i>. New York: Guilford.</p> <p><u>Supplementary</u></p>	

Neurobiology and Trauma-informed Practice

Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York, NY: W.W. Norton & Co.

Courtois, C. & Ford, J. (Eds.). (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. New York, NY: The Guilford Press.

Cozolino, L. (2002). *The neuroscience of psychotherapy: Building and rebuilding the human brain*. New York, NY: W.W. Norton.

D'Andrea, W., Ford, J., Stolbach, B., Spinazzola, J., van der Kolk, B. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. *American Journal of Orthopsychiatry*, 82(2), 187-200.

Friedman, M. et al. (2011). Classification of trauma and stressor related disorders in DSM-5. *Depression and Anxiety*, 28, 737-749.

Hanson, R. (2009). *Buddha's brain: The practical neuroscience of happiness, love, & wisdom*. Oakland, CA: New Harbinger.

Harrison, R. & Westwood, M. (2009). Preventing vicarious traumatization of mental health therapists: Identifying protective practices. *Psychotherapy, Theory, Research, Practice, Training*. 46(2), 203-219.

Lasiuk, G.C., Hegadoren, K.M. (2006). Posttraumatic stress disorder part I: Historical development of the concept. *Perspectives in Psychiatric Care*, 42(1), 13-20.

Lasiuk, G.C., Hegadoren, K.M. (2006). Posttraumatic stress disorder part II: Development of the construct within the north american psychiatric taxonomy. *Perspectives in Psychiatric Care*, 42(2), 72-81.

Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. Berkeley, CA: North Atlantic Books.

Schore, J. & Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work* 36, 9-20.

Siegel, D. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, "mindsight", and neural integration. *Infant Mental Health Journal* 22(1-2), 67-94.

Williams, W. (2006). Complex trauma: Approaches to theory and treatment. *Journal of Loss and Trauma* 11: 321-335.

General reference for mindfulness-based intervention

Kabat-Zinn, J., (1994). *Wherever you go there you are*. New York, NY: Hyperion.

Teasdale, J., Williams, M., Segal, Z. (2014). *The Mindful Way Workbook: An 8-week Program to Free Yourself from Depression and Emotional Distress*. [With CD(Audio)]. New York: Guilford.

Santorelli, S. (1999). *Heal thy self*. New York, NY: Random House.

Mindfulness and psychotherapy

Baer, R.A. (ed.) (2006). *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications*. San Diego, CA: Academic Press.

Bien, T. (2006). *The healing art of true presence and deep listening*. Somerville: Wisdom Publications.

Didonna, F. (ed) (2009). *Clinical Handbook of Mindfulness*. New York, NY: Springer.

Gehart, D. R. (2012). *Mindfulness and acceptance in couple and family therapy*. New York, NY: Springer.

Germer, C.K., Siegel, R.D., Fulton, P.R. (ed.) (2013). *Mindfulness and psychotherapy* (Second ed.). New York, NY: Guilford Press.

Germer, C. K. & Siegel, R. D. (2012). *Wisdom and compassion in psychotherapy: Deepening mindfulness in clinical practice*. New York, NY: Guilford.

Gilbert, P., Choden. (2014). *Mindful compassion: How the science of compassion can help you understand your emotions, live in the present, and connect deeply with others*. Oakland, CA: New Harbinger.

Hick, S.F., & Bien, T. (eds.) (2008). *Mindfulness and the therapeutic relationship*. New York, NY: Guilford Press.

Kabat-Zinn, J., Williams, M. (ed.) (2013). *Mindfulness: Diverse perspectives on its meaning, origins and applications*. New York, NY: Routledge.

Mindfulness for parents and children

Bardacke, N. (2012). *Mindful birthing: Training the mind, body, and heart for childbirth and beyond*. New York, NY: HarperCollins.

Bogels, S., Restifo, K. (2015). *Mindful Parenting: A guide for mental health practitioners*. New York, NY: W.W. Norton.

Greenland, S.K. (2009). *The Mindful Child: How to help your kid manage stress and become happier, kinder, and more compassionate*. New York, NY: Simon and Schuster.

Kabat-Zinn, M., Kabat-Zinn, J., (1994). *Everyday blessings: The inner work of mindful parenting*. New York, NY: Hyperion.

Saltzman, A. (2014). *A still quiet place: A mindfulness program for teaching children and adolescents to ease stress and difficult emotions*. Oakland, CA: New Harbinger.

Semple, R.J., Lee, J. (2011). *Mindfulness-based cognitive therapy for anxious children: A manual for childhood anxiety*. Oakland, CA: New Harbinger.

Snel, E. (2013). *Sitting still like a frog: Mindfulness exercises for kids (and their parents)*. Boston, MA: Shambhala.

Snel, E. (2015). *Breathe through this: Mindfulness for parents of teenagers*. Boston, MA: Shambhala.

Willard, C., & Saltzman, A. (Eds.) (2015). *Teaching mindfulness skills to kids and teens*. New York, NY: Guilford.

Mindfulness for other specific target groups

Bartley, T. (2011). *Mindfulness-based cognitive therapy for cancer*. Chichester, England: Wiley-Blackwell.

Bowen, S., Chawla, N., Marlatt, G.A. (2011). *Mindfulness-based relapse prevention for addictive behaviors: A clinician's guide*. New York, NY: Guildford Press.

Bruch, V., & Penman, D. (2013). *Mindfulness for health: a practical guide to relieving pain, reducing stress and restoring wellbeing*. London, England: Piatkus.

Carlson, L., Speca, M. (2011). *Mindfulness-based cancer recovery: A step-by-step MBSR*

approach to help you cope with treatment and reclaim your life. Oakland, CA: New Harbinger.

Gardner-Nix, J. (2009). *The Mindfulness solution to pain: Step-by-step techniques for chronic pain management.* Oakland, CA: New Harbinger.

Gaudio, B. A. (Ed.) (2015). *Incorporating acceptance and mindfulness into the treatment of psychosis: Current trends and future directions.* New York, NY: Oxford University Press.

Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder.* New York, NY: Guilford.

Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). *Dialectical behaviour therapy with suicidal adolescents.* New York, NY: Guilford.

Orsillo, S., Roemer, L. (2011). *The Mindful way through anxiety: Break free from chronic worry and reclaim your life.* New York, NY: Guilford Press.

Rezek, C. (2015). *Mindfulness for carers: How to manage the demands of caregiving while finding a place for yourself.* London, England: Jessica Kingsley.

Segal, Z., Williams, M., & Teasdale, J., (2012). *Mindfulness-based cognitive therapy for depression (2nd Ed.).* New York, NY: Guilford Press.

Williams, M., Penman, D. (2011). *Mindfulness: A practical guide to finding peace in a frantic world.* London, England: Piatkus.

Williams, M., Teasdale, J., Segal, Z., Kabat-Zinn, J. (2007). *The mindful way through depression: Freeing yourself with chronic unhappiness (with Audio CD).* New York, NY: Guilford Press.

Williams, M., Fennell, M., Barnhofer, T., Crane, R. & Silverton, S. (2015). *Mindfulness and the transformation of despair: Working with people at risk of suicide.* New York, NY: Guilford.

Zylowska, L. (2012). *The mindfulness prescription for adult ADHD: An 8-step program for strengthening attention, managing emotions and achieving your goals.* Boston, MA: Trumpeter.