

Subject Description Form

Subject Code	APSS5740														
Subject Title	Family Systems and Adolescent Development														
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: 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. Group practice project</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>2. Individual reflection paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Individual assignment</td> <td style="text-align: center;">55%</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. <p>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.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group practice project	0%	15%	2. Individual reflection paper	30%	0%	3. Individual assignment	55%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Group practice project	0%	15%													
2. Individual reflection paper	30%	0%													
3. Individual assignment	55%	0%													
Objectives	<p>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.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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 programs 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

	<p>factors. A survey and comparison of the juvenile delinquency prevention, intervention and diversion programs available locally and internationally will be conducted.</p> <p>9. Adolescent internet use and hidden youth The cause assessment and treatment of internet addiction would be presented for discussion, with a particular focus on cultural and context issues. The issue of hidden youth and NEET would also be discussed. Application of family perspective would be included, with reference to specific research and interventions in Hong Kong, and Asian and Western countries.</p> <p>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.</p>																																								
<p>Teaching/Learning Methodology</p>	<p>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.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 1115 1463 1615"> <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.Group practice project</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2.Individual reflection paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual assignment</td> <td>55%</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> <p>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.</p> <p>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.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1.Group practice project	15%	✓	✓	✓	✓	✓	2.Individual reflection paper	30%	✓	✓	✓	✓	✓	3. Individual assignment	55%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		a	b	c	d	e																																			
1.Group practice project	15%	✓	✓	✓	✓	✓																																			
2.Individual reflection paper	30%	✓	✓	✓	✓	✓																																			
3. Individual assignment	55%	✓	✓	✓	✓	✓																																			
Total	100 %																																								

	<p>Course requirement</p> <p><u>1. Individual Assignment [55%]</u></p> <p>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.</p> <p><u>2. Group Practice Project [15%]</u></p> <p>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.</p> <p><u>3. Individual Reflection Paper [30%]</u></p> <p>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.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> • Lecture • Seminar <p>Other student study effort:</p> <ul style="list-style-type: none"> • Preparatory and discussion for group projects • Reading prescribed books & articles • Assignment <p>Total student study effort</p>	<p>24 Hrs.</p> <p>15 Hrs.</p> <p>16 Hrs.</p> <p>30 Hrs.</p> <p>20 Hrs.</p> <p>105 Hrs.</p>
<p>Medium of Instruction</p>	<p>English</p>	
<p>Medium of Assessment</p>	<p>English</p>	
<p>Reading List and References</p>	<p>Essential</p> <p>Corcoran, J. (2011). <i>Mental health treatment for children and adolescents</i> [electronic resource]. Oxford: Oxford University Press</p>	

- Fishman, H. C. (1988). *Treating troubled adolescents: a family therapy approach*. New York: Basic Books.
- LeCroy, C. W., & Daley, J. M. (2005). *Case studies in child, adolescent, and family treatment*. Belmont, Calif.: Thomson Brooks/Cole, c2005.
- Laser, J. A., & Nicotera, N. (2011). *Working with adolescents [electronic resource]: A guide for practitioners*. New York: Guilford Press, c2011.
- Micucci, J. A. (2009). *The adolescent in family therapy: harnessing the power of relationships*. (2nd ed.). Guilford Press, 2009.
- Health, P. (2013). *Parent-child relations: context, research, and application* (3rd ed.). Boston : Pearson Education.
- Santrock, J. W. (2012). *Adolescence* (14th ed.). New York: McGraw Hill.
- Steinberg, L. (2014). *Adolescence* (10th ed.). New York: McGraw Hill.
- Sim, T., & Wong, D. (2008). Working with Chinese families in adolescent drug treatment. *Journal of Social Work Practice*, 22(1), 103-118.
- Smetana, J. G. (2011). *Adolescents, families, and social development: How teens construct their worlds*. Chichester, U.K: Wiley-Blackwell.
- Whitcomb, S. A. (2013). *Behavioral, social, and emotional assessment of children and adolescents* (4th ed.). New York: Routledge.

Supplimentary

- Arnett, J. J. (Ed.). (2007). *International encyclopedia of adolescence*. New York, N.Y.: Routledge / Taylor & Francis.
- Buehler, C., Welsh, D. P. (2009). A process model of *adolescents'* triangulation into parents' marital conflict: The role of emotional reactivity. *Journal of Family Psychology*, 23(2), 167-180.
- Chan, W. S. C., Law, C. K., Liu, K. Y., Wong, P. W. C., Law, Y. W., & Yip, P. S. F. (2009). Suicidality in Chinese adolescents in Hong Kong: The role of family and cultural influences. *Social Psychiatry & Psychiatric Epidemiology*, 44(4), 278-284.
- Charles, V. E., Blum, R. W. (2008). Core competencies and the prevention of high-risk sexual behavior. *New Directions for Child & Adolescent Development*, 2008(122), 61-74.
- Cheng, S. T., Cheung, K. C. C., & Cheung, C. K. (2008). Peer victimization and depression among Hong Kong adolescents. *Journal of Clinical Psychology*, 64(6), 766-776.
- Chow, N.W.S. (1985). *A study of the values, leisure, behavior and misbehavior of the youth in Tsuen Wan and Kwai Chung*. Tsuen Wan District Board.
- Chow, N.W.S. (1987). *A comparison of delinquent youth and non-delinquent youth on the aspects of parental supervision and schooling : a follow-up study*. Kwai Tsing & Tsuen Wan District Board.
- D'Ambrosio, Jay. (2006). *Rethinking adolescence: using story to navigate life's uncharted years*. Lanham, Md. : Rowman & Littlefield.
- Frey, A., Ruchkin, V., Martin, A., & Schwab-Stone, M. (2009). Adolescents in transition: School and family characteristics in the development of violent behaviors entering high school. *Child Psychiatry & Human Development*, 40(1), 1-13.
- Ge, X. J., Natsuaki, M. N., Neiderhiser, J. M., Reiss, D. (2009), The longitudinal effects of stressful life events on adolescent depression are buffered by parent-child closeness. *Development & Psychopathology*, 21(2), 621-635.
- Gullotta, T. P., Adams, G. R., & Ramos, J. M. (2005). *Handbook of adolescent behavioral problems : evidence-based approaches to prevention and treatment*. New York : Springer.
- 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.
- Groves, J. M., Ho, W. Y., & Siu, K. (2011). *Youth studies and timescapes: Insights*

- From an ethnographic study of “Young Night Drifters” in Hong Kong’s public housing estates. *Youth Society* [published online 17 June 2011]
- Haegerich, T. M., & Tolan, P. H. (2008). Core competencies and the prevention of adolescent substance use. *New Directions for Child & Adolescent Development*, 2008(122), 47-60.
- Herbert, Martin, H. (2005). *Developmental problems of childhood and adolescence : prevention, treatment, and training*. Malden, Mass. : BPS Blackwell.
- Hsieh, M. O., Shek, D. T. L. (2008). Personal and family correlates of resilience among adolescents living in single-parent households in Taiwan. *Journal of Divorce & Remarriage*, 49 (3/4), 330-348.
- Kwan, Y. I. (2009). Adolescent health in Hong Kong: Disturbing socio-demographic correlates. *Social Indicators Research*, 91(2), 259-268.
- Lam, C. M. (2005). Chinese construction of adolescent development outcome: Themes discerned in a qualitative study. *Child & Adolescent Social Work Journal*, 22(2), 111-131.
- Lam, D., Liu, A. (2007). The path through bullying—A process model from the inside story of bullies in Hong Kong secondary schools. *Child & Adolescent Social Work Journal*, 24(1), 53-75.
- Law, C.K. (1990). *A study on the relation between school dropout and delinquency*. University of Hong Kong and the Hong Kong Playground Association.
- Leung, L. (2007). Stressful life events, motives for internet use, and social support among digital kids. *Cyber Psychology & Behavior*, 10(2), 204-214.
- Lim, J. Y., Yarcheck, C., Bostic, J., & Scheer, S. (2008). The impact of gender and family processes on mental health and substance use issues in a sample of court-involved female and male. *Adolescents Journal of Youth and Adolescence*, 37(9). 1071-1084.
- Lo, T. W. (1986). *Gang dynamics: report of a study of the juvenile gang structure and subculture in Tung Tau*. Outreaching Service, Caritas.
- Ma, J. L. C. (2008). Eating disorders, parent-child conflicts, and family therapy in Shenzhen, China. *Qualitative Health Research*, 18(6), 803-810.
- Ma, J. L. C. (2008). Patients' perspective on family therapy for anorexia nervosa: A qualitative inquiry in a Chinese context. *Australian & New Zealand Journal of Family Therapy*, 29 (1), 10-16
- Ng, A. (1980). *Family relationship and juvenile delinquency*. Hong Kong : Social Research Centre, CUHK.
- Ngai, S. S. Y., Ngai, N. P., & Cheung, C. K. (2008). The Effects of service participation, friendship networks, and family support on developmental outcomes: A study of young people from low-income families in Hong Kong. *Adolescence*, 43(170), 399-418.
- Saito, T. (2013). *Hikikomori: adolescence without end*. University of Minnesota Press.
- Salafia, E. H. B., Gondoli, D., Corning, A. F., Bucchianeri, M. M., & Godinez, N. M. (2009). Longitudinal examination of maternal psychological control and adolescents' self-competence as predictors of bulimic symptoms among boys and girls. *International Journal of Eating Disorders*, 42(5), 422-428.
- Shek, D. T. L. (2008) Parental behavioral control and parent-child relational quality predictors of perceived parental knowledge in Chinese adolescents in Hong Kong. *American Journal of Family Therapy*, 36 (4), 332-343.
- Shek, D. T. L. (2008), Perceived parental control processes, parent-child relational qualities, and adolescent psychological well-being in intact and nonintact families: Longitudinal findings in the Chinese culture. *Journal of Divorce & Remarriage*, 49(1/2), 171-189.
- Sun, R. C. F., & Hui, E. K. P. (2007). Building social support for adolescents with suicidal ideation: Implications for school guidance and counselling. *British Journal of Guidance & Counselling*, 35 (3), 299-316.
- To, S. M. (2007). Empowering school social work practice for positive youth

development: Hong Kong experiences. *Adolescence*, 42(167), 555-567.
Utting, D., bright, J., Henricson, C. (1993). *Crime and the Family: Improving Child-rearing and Preventing Delinquency*. London: Family Policies Studies Centre.
Wiley. (2013). *Treating childhood and adolescent anxiety: A guide for caregivers*. Wiley. (Online access)
Yi, C. C., Wu, C. I., Chang, Y. H., Chang, M. Y. (2009), The psychological well-being of Taiwanese youth. *International Sociology*, 24(3). 397-429.

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.

易麗春 (2005) . 兒童青少年心理問題是選擇家庭治療還是個體治療 . 中國臨床康復, 9(24), 130-131.

周朝英 (2005) . 結構式家庭心理治療在問題青少年矯治中的應用 . 江蘇警官學院學, 1(20), 16 – 19.

Video resource

我的學校不一樣 [video recording]

香港電台電視部, 2013 32319 DVD

Online access

Adolescents in need [video recording]

Hong Kong: RTHK, 2008

AV Local TV 24898 DVD

Freud [electronic resource] : a very short introduction / Anthony

Storr. Hong Kong : Naxos Digital Services Ltd., [2004]

Access Naxos Spoken Word Library

Inside the teenage brain [video recording] / a Spin Free

Production for FRONTLINE/WGBH in association with CTV

and Discovery Channel Canada [Alexandria, Va.] : PBS Video.

2004. AV DVD-Video BF723.C5 I56 DVD

Adolescence [video recording]: social & emotional development / Magna Systems, Inc.

Chicago, Ill. : Magna Systems, c1995

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 -