

## Subject Description Form

<b>Subject Code</b>	APSS5760														
<b>Subject Title</b>	Evolution in Family Therapy: Structural & Systemic Approaches														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation &amp; Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Case Report / Portfolio</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Group presentation &amp; Case Powerpoint Report</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation & Quiz	20%	0%	2. Case Report / Portfolio	50%	0%	3. Group presentation & Case Powerpoint Report	0%	30%
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<b>Objectives</b>	<p>The main purpose of this course is to facilitate students to develop a systems perspective in understanding marriage and family therapy. Students are expected to critically examine the role of the changing epistemological paradigms in the evolution of marriage and family therapy approaches. Students will be introduced to the major concepts of general system theory and natural systems theory that shape the development of various family therapy approaches. Students will be guided to compare and contrast the differences in the philosophical, theoretical and practice assumptions underlying two major family therapy approaches: Structural family therapy and Bowen Family Systems Theory. The emphasis of the learning is on developing a systemic orientation to family practice instead of mastering exclusively on therapeutic techniques of these family therapy approaches.</p>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Understand the historical evolution and development of systems theory, including first and second-order cybernetics, and their impact on the emergence of various family therapy approaches.</li> <li>b. Understand the philosophical premises, theoretical assumptions, practice principles, and ethical principles underlying the two major family therapy approaches: Structural and Bowen Systems family therapy approaches.</li> <li>c. Examine the research basis for supporting their practice of these two family therapy approaches.</li> <li>d. Creatively integrate the two family therapy approaches with different family problems and issues in the context of Hong Kong.</li> <li>e. Begin to develop their own personal style of family therapy in light of the family therapy approaches studied.</li> </ol>														

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Overview the difference between individual and family therapy</li> <li>2. Historical development for family therapy</li> <li>3. General system theory</li> <li>4. The application of systemic epistemological paradigm in Structural family therapy</li> <li>5. The application of systemic epistemological paradigm in Bowen Systems family therapy</li> <li>6. Family system assessment and family system interventions</li> </ol>																																																					
<b>Teaching/Learning Methodology</b>	<p>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.</p>																																																					
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="456 831 1481 1346"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Participation &amp; Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>1. Case Portfolio</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group presentation &amp; Case Powerpoint Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></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> <p>Course requirement:</p> <ol style="list-style-type: none"> <li>1. Participation and Quiz (20%) Students are expected to attend classes and read the assigned readings for the quizzes.</li> <li>2. Case Portfolio (50%) Students will submit a case portfolio consisting of two case reports on two different family cases. For the first case, students are expected to analyze a family from the perspectives of the Structural family therapy. The report should include a family map, the analysis of the problems the family faces and the treatment directions. For the second case, students are required to construct their own family of origin, to analyze their own families and to outline directions and strategies for self-growth based on Bowen theory. (1500 words for each report)</li> <li>3. Group Presentation &amp; Case Powerpoint Report (30%) The class will be divided into small groups. Each group will present one family case. Students will have to analyze the family case according to one of</li> </ol>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Participation & Quiz	20%	✓	✓	✓	✓			1. Case Portfolio	50%	✓	✓	✓	✓	✓	✓	2. Group presentation & Case Powerpoint Report	30%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	the two family therapy approaches. The presentations emphasize on a systemic analysis of the problem and design of appropriate treatment plans to be administrated to the family. Students will submit a brief powerpoint report of the presentation.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Preparation for case presentation	15 Hrs.
	▪ Reading on required books & articles	30 Hrs.
	▪ Assignment	30 Hrs.
	Total student study effort	114 Hrs.
<b>Medium of Instruction</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Textbook</u></b>  Goldenberg, I. &amp; Goldenberg, H. (2013). <i>Family therapy: An overview. (8th ed.)</i>. Brooks/Cole.</p> <p><b><u>Supplementary</u></b></p> <p>Becvar, D. S., &amp; Becvar, R. J. (2012). <i>Family therapy: A systemic integration. (8th ed.)</i>. Boston, MA: Allyn &amp; Bacon.</p> <p>Bowen, M. (1978). <i>Family therapy in clinical practice</i>. New York, NY: Jason Aronson.</p> <p>Bowen, M. (1980). <i>Defining a self in one's family of origin</i> (Video). Washington, DC: Georgetown Family Center.</p> <p>Dallos, R., &amp; Draper, R. (2010). <i>An introduction to family therapy: Systemic theory and practice. (2nd ed.)</i>. Maidenhead; NY: Open University Press.</p> <p>Gladding, S. T. (2014). <i>Family therapy: History, theory and practice. (6th ed.)</i>. Boston MA: Pearson.</p> <p>Gilbert, R. (2006). <i>The Eight Concepts of Bowen Theory</i>. Falls Church, VA: Leading Systems Press.</p> <p>Kerr, M., &amp; Bowen, M. (1988). <i>Family evaluation: An approach based on Bowen theory</i>. New York, NY: W. W. Norton.</p> <p>Kerr, M. E. (2011) (DVD) <i>Bowen Family Systems Theory: Self, Family and Relationships</i>. Hong Kong: International Social Service Hong Kong Branch.</p> <p>McGoldrick, M., Garcia-Preto, N. &amp; Carter, B.. (Ed.). (2015). <i>The expanding family life cycle: Individual, family, and social perspectives. (5th ed.)</i>. Boston, MA: Allyn &amp; Bacon.</p> <p>Minuchin, S., &amp; Fishman, C. H. (1981). <i>Family therapy techniques</i>. Cambridge, MA: Harvard University Press.</p> <p>Minuchin, S. (1974). <i>Families &amp; family therapy</i>. Cambridge, MA: Harvard University Press.</p>	

- Minuchin, S., Nichols, M.P., Lee, W. Y. (2007). *Assessing families and couples: From symptoms to system*. Boston: Allyn & Bacon.
- Minuchin, S., Reiter, M.D., & Borda, C. (2014). *The craft of family therapy: Challenging certainties*. New York: Routledge.
- Nichols, M. P. (2012). *Family Therapy: Concepts and Methods (10<sup>th</sup> ed.)*. Boston, MA: Pearson.
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- Wong, O.L., & Ma, J.L.C. (2013). Development of family therapy in Hong Kong. *Contemporary Family Therapy*, 35(2), 244–256.
- 王愛玲 (2012) 。夾縫中的孩子。香港: 天窗出版社。
- 霍玉蓮 (2004) 。《婚姻與家庭治療 - 理論與實務藍圖》 (第二版) 。香港: 突破。
- 沈文偉 (2014) 。中國青少年吸毒與家庭治療。北京: 社會科學文獻出版社。
- 米高·卻爾著，陳蘇陳英等人譯 (2016) 。《一個家庭的故事：博域理論入門》。香港: 香港國際社會服務社。