

## Subject Description Form

<b>Subject Code</b>	APSS5769																	
<b>Subject Title</b>	Marriage, Separation, Divorce and Reconstituted Families																	
<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: 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. Reflective Paper</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Final Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Class Attendance and Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</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; and</li> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Reflective Paper	20%	0%	2. Final Paper	30%	0%	3. Presentation	30%	0%	4. Class Attendance and Participation	20%	0%
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<b>Objectives</b>	<p>Students will be facilitated to critically examine updated references and research findings on individual and family development across the lifespan, and to develop a theoretical and contextual understanding of the needs, problems and current issues in relation to marriage, separation, divorce and reconstituted families. Upon successfully completing this subject, students will be able to use the family development perspective in understanding and assessing marital issues, developing greater sensitivity to the competing values and needs among individuals and their families, and enhancing awareness to the opportunities and constraints of families in the contexts in which families are embedded. In addition, students will also be sensitive to the issues of human sexuality development and transsexual and same sex individuals' struggles in their search for life long relationships. Finally, students will be facilitated to strengthen their practice competence by exposing them to options of interventions when working with families in diversity.</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. critically examine theoretical concepts and research findings on individual and family development across the lifespan and draw implications on working with diversified families in the Hong Kong context;</li> <li>b. identify the needs and problems during the course of coupling, uncoupling, formation and reconstitution of families and the relevant available intervention</li> </ol>																	

	<p>approaches;</p> <p>c. reflect upon the issues arising in working with couples and their families, and challenges and opportunities in separating, divorcing and remarried couples and their families with special reference to Chinese cultural values and social changes in Hong Kong; and</p> <p>d. strengthen awareness of their roles and resources in working with couples and their children confronting changes and life tasks during the developmental stages of marriage, separation, divorce and family reconstitution.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Current issues in marriages and families <ul style="list-style-type: none"> <li>▲ Definitions and functions of marriages and families</li> <li>▲ Functioning of marriages and families in the larger social context: poverty, globalization and the changing status of men and women</li> <li>▲ Development of family: family life cycle</li> <li>▲ Families and the social environment in Hong Kong</li> </ul> </li> <li>2. What does the scientific research tell us about marriage and divorce? <ul style="list-style-type: none"> <li>▲ Why marriages succeed or fail?</li> <li>▲ What predicts divorce?</li> <li>▲ The marriage clinic: a scientific-based marital therapy</li> <li>▲ Affective neuroscience and the emotional revolution in intimate relationships</li> <li>▲ Theory on moment by moment affinity and reconnection/ spirituality in couple relationships</li> </ul> </li> <li>3. Couple relationship dynamics from an intergenerational perspective <ul style="list-style-type: none"> <li>▲ Bowen family systems therapy: marital fusion and differentiation</li> <li>▲ The application of family systems theory in Hong Kong</li> </ul> </li> <li>4. Intimacy and sexuality in couples relationship <ul style="list-style-type: none"> <li>▲ Influential factors in human sexual development</li> <li>▲ Sex and intimacy in couple relationships</li> </ul> </li> <li>5. Separation and divorced families <ul style="list-style-type: none"> <li>▲ Indigenized model for treatment of extramarital affairs</li> <li>▲ Causes of separation and divorce</li> <li>▲ Stages of divorce and tasks to be accomplished for a healthy separation and divorce</li> <li>▲ Helping children to face with separation and divorce of their parents</li> </ul> </li> <li>6. Reconstituted families: systems and assessment <ul style="list-style-type: none"> <li>▲ Characteristics and challenges faced by reconstituted families</li> <li>▲ Prediction of difficulties for reconstituted families and success in remarriage</li> <li>▲ Helping children to face the remarriage of their parents</li> <li>▲ Implications for effective practice</li> </ul> </li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures, videos with discussion and debriefing, case discussion and seminar presentations will be used in teaching and learning.</p>

**Assessment Methods  
in Alignment with  
Intended Learning  
Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Reflective Paper	20%	✓	✓	✓	✓
2. Final Paper	30%	✓	✓	✓	✓
3. Presentation	30%	✓	✓	✓	✓
4. Class Attendance and Participation	20%	✓	✓	✓	✓
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

**1. Reflective Paper (20%)**

Students are required to read the assigned book/chapters, and write **two** reflective papers, each around **500 words**. The contents of the paper are expected to be relevant to the contents of the reading and extended personal learning or reflections (please see course syllabus for reading lists). Each of the reflective papers should be submitted to the lecturing teacher respectively before the lecture begins.

**2. Final Paper (30%)**

Students are required to write a term paper of around **2,500 words** based on the topics of their presentation. The paper should be double-line spaced. The contents of the paper are expected to be substantiated by theoretical concepts and relevant reference materials. Personal viewpoints should be given where appropriate. The paper should be properly typed and appended with a list of references.

Students should submit their paper to their respective subject teacher no later than **2 weeks after the date of their seminar presentation**. Grade(s) will be deducted for late submissions.

**3. Presentation (30%)**

Students in groups of 6-8 individuals will choose their topic of preference to present. The topics will be presented to the subject teacher for endorsement. Students are highly encouraged to seek advice from the subject teacher no later than one week before the seminar presentation.

Each presentation is **80 minutes** long. The presenters should use **60 minutes for presentation**. The **remaining 20 minutes** are for class discussion and comments given by the subject teacher.

**4. Class Attendances and Participation (20%)**

Students are expected to participate actively in class/seminar discussion. It is through discussion that students strengthen their conceptual base and sharpen their analytical ability; students will also benefit from the subject teacher's and their fellow students' immediate feedback. Attendance and participation in discussion will be graded.

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures with Case Discussion	39 Hrs.
	Other student study effort:	
	▪ Reading prescribed reference materials	48 Hrs.
	▪ Assignment	25 Hrs.
	Total student study effort	112 Hrs.
<b>Medium of Instruction</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Goldenberg, I. &amp; Goldenberg, H. (2013). <i>Family therapy: An overview. (8th ed.)</i>. New York, NY: Brooks/Cole. Ch. 2</p> <p>Gottman, J. M. (1999). <i>The marriage clinic: A scientifically based marital therapy</i>. New York, NY: W.W. Norton. Chapter 1~3.</p> <p>Tatkin, S. (2012). <i>Wired for love: How understanding your partner's brain and attachment style can help you defuse conflict and build a secure relationship</i>. Oakland, CA: New Harbinger.</p> <p>王愛玲 (2015)。婚姻滋味——尋回相愛的甜蜜。香港：天窗出版社。</p> <p>趙文滔，許皓宜（2012）。關係的評估與修復：培養家庭治療師的核心能力。台灣：張老師文化。</p> <p><u>Supplementary</u></p> <p>Boyan, S. M., &amp; Termini, A. M. (2005). <i>The Psychotherapist as parent coordinator in high-conflict Divorce: Strategies and techniques</i>. New York, NY: Haworth Press.</p> <p>Carrity, C. B., Johnson, E.T., &amp; LaCrosse, E. R. (2001). <i>Working with high-conflict families of divorce</i>. Northvale, NJ: Jason Aronson.</p> <p>Cozolino, L. (2014). <i>The neuroscience of human relationships: Attachment and the developing social brain (2nd Ed)</i>. New York, NY: W.W. Norton.</p> <p>Dowling, E., &amp; Barnes, G. G. (2000). <i>Working with children and parents through separation and divorce: The changing lives of children</i>. Basingstoke, England: MacMillan.</p> <p>Everett, C. A., &amp; Everett, S.V. (1998). <i>Healthy divorce</i>. San Francisco, CA: Jossey Bass.</p> <p>Dunn, J. (2004). Understanding children's family worlds: Family transitions and children's outcomes. <i>Merrill-Palmer Quarterly</i>, 50(3), 224-235.</p> <p>Goodwin, R., &amp; Tang, C. S. (1996). Chinese personal relationships. In M. H. Bond (Ed.). <i>The handbook of Chinese psychology</i> (pp. 294-308). Hong Kong: Oxford University Press.</p> <p>Gottman, J. M. (1994). <i>What predicts divorce? The relationship between marital processes and marital outcomes</i>. New York, NY: Lawrence Erlbaum.</p> <p>Gottman, J. M., &amp; Silver, N. (2015). <i>The seven principles for making marriage work: A practical guide from the country's foremost relationship expert</i>. New York, NY: Random House.</p> <p>Greenfield, S. (2014). <i>Mind change: How digital technologies are leaving their mark on our brains</i>. London, UK: Rider.</p> <p>Harvey, J. H. (2004). <i>Children of divorce: Stories of loss and growth</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Hobart, C. (1987). Parent-child relations in remarried families. <i>Journal of Family Issues</i>, 8(3), 259-277.</p> <p>Johnson, S. M., &amp; Greenman, P. S. (2006). The path to a secure bond: Emotionally focused couple therapy. <i>Journal of Clinical Psychology: In Session</i>, 62(5): 597-609.</p>	

- Klever, (1998). Marital fusion and differentiation. In P. Titelman (Ed). *Clinical applications of Bowen family systems theory* (pp. 119-144). New York, NY: The Haworth Press
- McCullough, P. G., & Rutenberg, S. K. (1998). Launching children and moving on. In B. Carter, & M. McGoldrick, (Eds.), *The changing family life cycle (2<sup>nd</sup> ed)* (pp. 285-309). New York, NY: Gardner Press.
- Naaman, S. (2005). Treating attachment injured couples with emotionally focused therapy: A case study approach. *Psychiatry*, 68(1): 55-77.
- Ogden, G. (2007). *Women who love sex: Ordinary women describe their paths to pleasure intimacy, and ecstasy*. Boston, MA: Trumpeter.
- Quah, S. R. (2015). *Routledge handbook of families in Asia*. New York, NY: Routledge.
- Richman, J.M., & Cook, P.G. (2004). A framework for teaching family development for the changing family. *Journal of Teaching in Social Work*, 24(1/2), 1-18.
- Rodgers, K., & Rose, H. (2002). Risk and resiliency factors among adolescents who experience marital transitions. *Journal of Marriage and Family*, 64, 1024-1037.
- Scharch, D. (1997). *Passionate couples: Love, sex, and intimacy in emotionally committed relationships* (Chapters 2, 4, 12). New York, NY: W. W. Norton.
- Siegel, D. (2012). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford.
- Solomon, M, & Tatkin, S. (2011). *Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy*. New York, NY: W.W. Norton.
- Stewart, S. D. (2007). *Brave new stepfamilies: Diverse paths toward stepfamily living*. Thousand Oaks, CA: Sage.
- Strong, B., Devault, C. & Cohen, T. F. (2013). *The marriage and family experience: Intimate relationships in a changing society (12<sup>th</sup> ed)*. Belmont, CA: Wadsworth.
- Tai, L. T. T., Wan, C., & Yan, P. F. L. (2009). Coping with multiple family transitions: Experiences of stepchildren. *Hong Kong Journal of Social Work*, 42(1/2), 51-69.
- Young K. P. H. (1995). *Study on marriages affected by extra- marital affairs*. Hong Kong: Caritas Family Service and the Department of Social Work and Social Administration, The University of Hong Kong.
- Young, K. P. H., & Fok, Anita Y. L. (Eds.). (2005). *Marriage, divorce and remarriage: Professional practice in the Hong Kong cultural context*. Hong Kong: Hong Kong University Press.
- 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。
- 霍玉蓮 (2009)。心理與心靈的重聚——從佛洛伊德到米高維：婚外情個案演繹。香港：突破。
- 霍玉蓮 (2013)。饒恕果真如此輕易。香港：突破。王愛玲 (2012)。夾縫中的孩子。香港：天窗出版社。

Visual Materials (The Hong Kong Polytechnic University Library):

Gottman, J. M. (2006). *Making marriage work*. USA: Better Life Media.

AV [HQ734 .M35 DVD](#).

Gottman, J. M. (2006). *The art and science of love: A workshop for couples*. Seattle, WA: Gottman Institute.

LOCATION	CALL NUMBER
AV Supplement	<a href="#">HQ734 .A78 DVD</a> supp.
<a href="#">AV DVD-Video</a>	<a href="#">HQ734 .A78 DVD</a> disc 1-2
<a href="#">AV DVD-Video</a>	<a href="#">HQ734 .A78 DVD</a> disc 3-4

Gottman, J. M. (2002). *Marital therapy: A research-based approach. The two-day workshop for clinicians*. Seattle, WA: Gottman Institute.

LOCATION	CALL NUMBER
AV Supplement	<a href="#">RC488.5 .M374 DVD</a> manual
<a href="#">AV DVD-Video</a>	<a href="#">RC488.5 .M374 DVD</a> disc 1-2
<a href="#">AV DVD-Video</a>	<a href="#">RC488.5 .M374 DVD</a> disc 3-4

	<u>AV DVD-Video</u>	<u>RC488.5 .M374 DVD</u> disc 5-6
	<u>AV DVD-Video</u>	<u>RC488.5 .M374 DVD</u> disc 7-8