



I-FAST in Caritas Family Service

2023



Integrative Family and Systems Treatment (I-FAST) is a family-based treatment model:

It was developed with the purpose of developing an evidence-based treatment model. The treatment model was created based on those identified factors common to the most effective treatments.

It is a meta-model developed with a strengths-based perspective and influenced by systems approach and social constructivism.

Based on evidence-based common factors, it provides a meta-frame to integrate practice techniques such as therapeutic working alliance, interactional pattern shift, and system collaboration.

It consists of systemic and clear practice phases and procedures to follow in the treatment process.

Message from Caritas Family Service

“

Blessings of I-FAST in Caritas Family Service

In God's blessing, Caritas Family Service has gone through a journey of 8 years since its accreditation as the first I-FAST agency in Hong Kong in July 2015. We witness the entering of a new era, we endeavor to integrate the I-FAST approach in serving community. As the first certified I-FAST agency in Hong Kong, we aim at providing continual training and clinical supervision to colleagues so that their competency in casework intervention can be enhanced and the practice of I-FAST approach can be sustained. All our social work supervisors have been trained to become certified I-FAST supervisors while continuous developments in I-FAST are made available to frontline colleagues through regular training and clinical supervision. It is our vision that with a strengths-based common factors approach in conducting supervision for caseworkers, we are taking a step further in our professional counselling practice.

We have been providing stationing school social work service in 39 secondary schools, 32 pre-primary institutes and 24 primary schools. Their students and their families are our main targets. We have also provided family counselling services via our eight Integrated Family Service Centres, Family Crisis & Support Centre, drug rehabilitation service of Lok Heep Club and Wong Yiu Nam Centre as well as Addicted Gamblers Counselling Centre. We would like to introduce the I-FAST model and a local case demonstration on how family perspective can be employed in dealing with youth mental health issues. Our social workers have faced a great burden in handling various mental problems of students like suicide, self-harm, various kinds of abuse and problems in family relationships. From a Trauma Informed Care Perspective (TICP), it is a good paradigm to apply our I-FAST in collaboration with agencies, our school personnel, stakeholders in community and families of youth.

We greatly appreciate Professor Mo Yee Lee and Mr. David Grove in training up our pool of I-FAST supervisors and staff and providing all the invaluable advice in steering our I-FAST professional endeavor in family service. Our annual e-Newsletter is a collection of our frontline practice wisdom on I-FAST and a chance for consolidation of our learning. Thank you very much for all the tough effort of I-FAST working group, editorial board and writers in contributing their expertise via writing in our e-Newsletter.

We are looking forward to enhancing our supervisors' team using I-FAST in supervision. We believe that casework is the core business of Family service. We would back up our supervision with up-to-date clinical practice and professional supervision in grooming our next generation of family caseworker in helping families in our community.

Hope you all enjoy our e-Newsletter. In God's blessing, we have a bright future. Do take care of ourselves and be connected with our family.

”



Eliza Lam

Ms Eliza LAM Yee Wan
Head of Family Service
Caritas - Hong Kong

Caritas Certified I-FAST Supervisors as of December 2023



Head of Family Service

1. Lam Yee Wan, Eliza

Deputy Head of Family Service

2. Chung Ling Wai, Vanessa

Caritas Integrated Family Service Centre – Aberdeen

3. Lai Wing Chee, Florence

4. Ng Ellen

5. Yip Lai Ching, Vivienne

Caritas Integrated Family Service Centre – Shaukeiwan

6. Chan Man Kui

7. Ma Chi Kuen, Leo

Caritas Integrated Family Service Centre – Tung Tau

(Wong Tai Sin South West)

8. Chan Ho Chuen, Eddie

9. Yum Ka Man, Carmen

10. Lau Suk Kiu, Yvonne

Caritas Integrated Family Service Centre – Tuen Mun

11. Cheung Ka Wai, Ken

12. Wong Yuk Wa, Joey

13. Lo Sik King, Ruby

Caritas Dr. & Mrs. Olinto De Sousa Integrated Family Service Centre

14. Cheung Wai Ling, Monica

15. Ma Wan Tung, Patrick

16. Yuen So Keng, Anna

Caritas Integrated Family Service Centre – Tin Shui Wai

17. Or Yee Wai, Vicky

18. Tsoi Wan Yee, Fiona

19. Ma Wing Yi, Winnie

Caritas Integrated Family Service Centre – Fanling

20. Ng Siu Lai, Shirley

21. Lee Kwun Hong, Dothany

22. Leung Gar Lung, Banny

School Social Work Service – Kindergarten

23. Lo Cheng Yuk Chun, Jessica

24. Fung Yuen Kei, Juliana

Student Guidance Service (Primary School)

25. Chen San San, Bonnie

26. Yuen Yin Ching, Vincy

27. Fok Pui Ling, Iris

School Social Work Service – Aberdeen

28. Tang Hiu Ching, Peggy

29. Chung Wai Lung, Rivalino

School Social Work Service – Caine Road

30. Yu Kei Yeung, Albert

School Social Work Service – Kowloon

31. Cheng Man Yee, Carrie

School Social Work Service – Ngau Tau Kok

32. Pang Shuk Ching, Ruth

33. Chu Po Ling, Pauline

School Social Work Service – Shatin

34. Ching Siu Ling

School Social Work Service – New Territories West

35. Chow Kam Shueng, Irene

Caritas Addicted Gamblers Counselling Centre

36. Wong Chung Yin, Joshua

Caritas Family Crisis Support Centre

37. Ng Tsz Lok, Gary

38. Dong Xinjiong, Tony

Caritas Lok Heep Club

39. Cheung Wai Yee, Shirine

40. Lai Siu Mei, Sandra

41. Chung Sze Lai, Cedric

Caritas Miscarriage Support Centre – Grace Port

42. Chan Wai Ling, Elaine

Caritas Wong Yiu Nam Centre

43. Ngai Mei Mei

Caritas Clinical Supervisor

44. Koo Kam Wing

Content of I-FAST e-Newsletter 2nd Issue

01 Welcome the I-FAST Co-founders to Hong Kong

02 11 Year-Milestone (2012-2023)

03 Findings from the I-FAST Supervision Evaluation

04 Case Presentation by Caritas Certified I-FAST
Supervisor

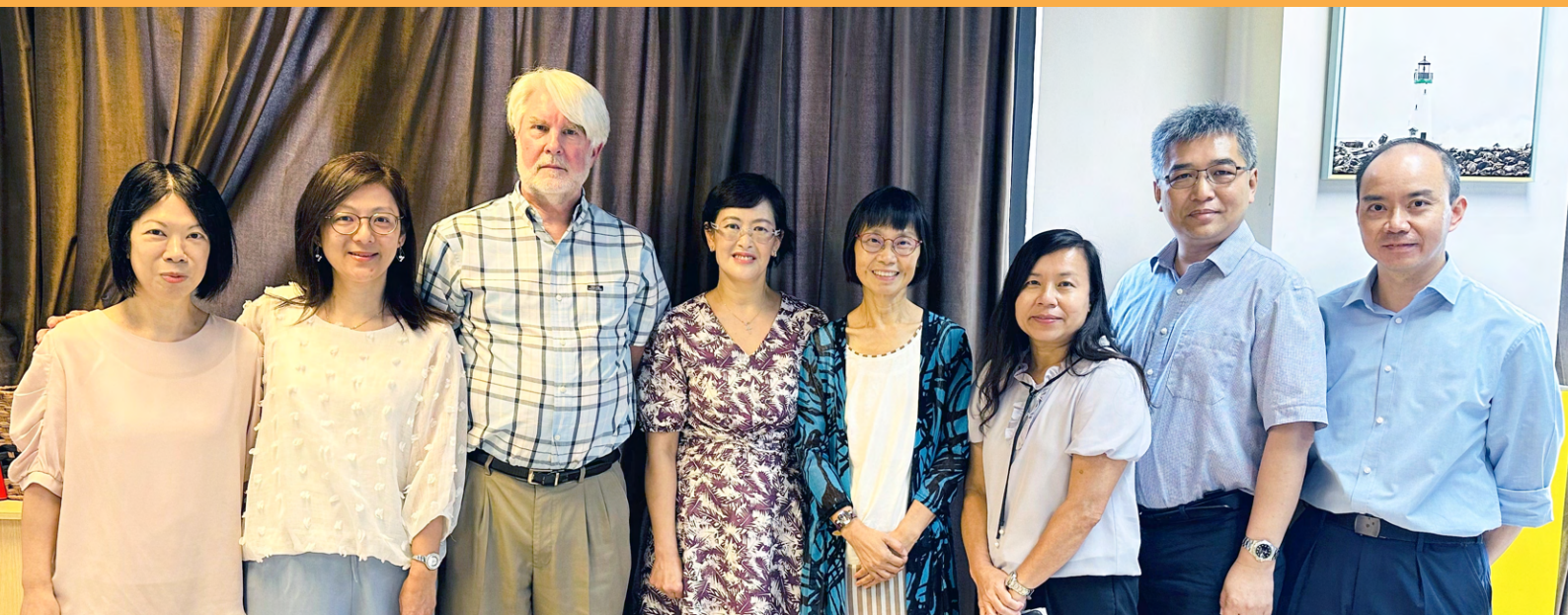
05 News and Updates

06 Future Development

Chapter 01

Welcome the I-FAST Co-founders to Hong Kong

Caritas Family Service has been accredited as the first I-FAST agency in Hong Kong since July 2015. Every two years, we evaluate our I-FAST program as an agency and review our certification with I-FAST. In July, 2023, we invited Professor Mo Yee Lee and Mr. David Grove, the Co-founders of I-FAST and the authors of "Integrative Family and Systems Treatment: A Strengths-Based Common Factors Approach" (2014) and "Family Therapy for Treating Trauma; An Integrative Family and Systems Treatment Approach" (2020) to attend the evaluation of the program with us in Hong Kong. Caritas Family Service successfully continues its I-FAST certification.



From left to right: Ms. Ruth Pang, Ms. Monica Cheung, Mr. David Grove, Ms. Eliza Lam, Prof. Mo Yee Lee, Ms. May Ngai, Mr. Albert Yu, Mr. Dothany Lee



Prof. Mo Yee Lee
Co-founder of I-FAST



Mr. David Grove
Co-founder of I-FAST



From left to right:
Prof. Mo Yee Lee, Ms. Katy Yan, Mr. Albert Yu, Ms. Ruth Pang,
Ms May Ngai, Ms. Florence Lai, Ms. Monice Cheung, Mr. David Grove



Enjoying Chinese dim sum with
Prof. Mo Yee Lee and Mr. David Grove

There was a great deal of activity during July 2023 for our honor guests. Former and current members of the I-FAST Working Group were delighted and excited to meet Prof. Mo Yee Lee and Mr. David Grove after a period of 3 years from Covid. There were sharings, discussions, meals, and meetings. In addition, Mr. David Grove conducted interviews with all candidates for accreditation as Caritas Certified I-FAST Supervisors. We were also honored to have Prof. Mo Yee Lee and Mr. David Grove speak at our annual seminar entitled "A Journey of Reconciliation within a family - I-FAST application in the US and Hong Kong context" on July 10, 2023.

Chapter 02

11 Year-Milestone (2012-2023) I-FAST in Caritas Family Service

Start



2012

Basic Training

Basic Training

2013



2014

Basic Training



The First Certified
I-FAST Agency in
Hong Kong

2015



2017

Public Seminar
"Embracing Diversity: Using
I-FAST for Case Clinical
Practice and Supervision"



Public Seminar
"I-FAST Treatment for Trauma"

2018



2019

U.S. Study Tour on I-FAST Practice

U.S. Study Tour on I-FAST Practice - Report Back Session

2019

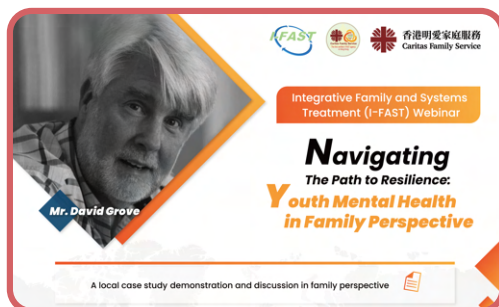


2019

Public Seminar
"Embracing Diversity: Application of I-FAST and Satir Model on Working with Divorce Families"

Book Publication

2020



2021

I-FAST Webinar

Public Seminar
"A Journey of Reconciliation within a Family - I-FAST Application in the US and Hong Kong Context"

2023



Our Goals

Providing ongoing training and clinical supervision to Caritas Family Service caseworkers so that their competence in casework intervention can be enhanced.

Sustaining the implementation of the I-FAST approach (a strengths-based approach utilizing common factors) at Caritas Family Service as an I-FAST certified agency.

Our Accomplishment from 2020 to 2023

1. Providing regular clinical supervision to caseworkers in different service units by certified I-FAST supervisors.
2. Introducing I-FAST into our induction courses for new social workers in Caritas Family Service.
3. Establishing four I-FAST peer clinical supervision groups for the purpose of promoting mutual learning among certified I-FAST supervisors across different districts.
4. Monitoring of existing I-FAST supervisors to provide at least 12 hours of I-FAST supervision in a year by collecting supervision record forms for a year for each supervisor and supervision statistics every year.
5. On 10th December 2021, the professional seminar titled "Integrated Family and Systems Treatment (I-FAST) - Navigating the Path to Resilience: Youth Mental Health in Family Perspective" was conducted as a Zoom webinar.
6. Wong Yiu Nam Centre, Lok Heep Club, Student Guidance Service, and Kindergarten School Social Work Service have implemented new intake forms that incorporate the I-FAST framework.

7. A series of I-FAST training was developed and conducted by the principal trainer, Mr. David Grove in 2022-2023. The training consisted of 40 hours of I-FAST training and clinical supervision for 12 accreditation candidates.
8. Ms. Fiona Tsoi was approved to serve as the agency trainer entitled to conduct the basic training on I-FAST (10 hours or below) for other agencies in Hong Kong.
9. The updated version of I-FAST pamphlet was published in 2020 and the first I-FAST e-Newsletter was issued in 2022 (1500 copies).
10. There were 44 I-FAST certified supervisors in Caritas Family Service as of December 2023, including the 12 candidates who passed the accreditation in July.
11. In October, 2023, a basic training course for I-FAST was organized. It consisted of 18 hours of training from Mr. David Grove and 1 hour from Caritas certified I-FAST supervisor and trainer, Ms. Fiona Tsoi.
12. Caritas Family Service continues its certification with I-FAST following the 2023 Program Evaluation.
13. Statistical data on clinical supervision by all Caritas certified I-FAST supervisors of Caritas Family Services between 1/7/2016 and 30/6/2023:
 - A) I-FAST individual supervision: 3625 hours
 - B) I-FAST group supervision: 1458 hours
 - C) Number of supervisees: 910 social workers
 - D) Internal training to staff: 470 sessions

Chapter 03

Findings from the I-FAST Supervision Evaluation

The I-FAST clinical supervision program has been implemented at Caritas Family Service. For the purpose of better understanding supervisory experiences and collecting feedback, the I-FAST working group sent supervisory feedback questionnaires to all supervisees who received I-FAST supervision from certified I-FAST supervisor(s) between February 2022 and January 2023. Within this period, 46 certified I-FAST supervisors provided supervision. The survey allowed anonymous responses, and 163 responses were collected from supervisees in total. The following are the major findings:

1. The results indicated that the majority of supervisees felt benefited from the I-FAST supervision regardless of the year they had been familiar with I-FAST. There was a mean score of 4 out of 5 (the maximum score represents the greatest benefit).
2. Over 80% of respondents agreed that I-FAST supervision enhanced their clinical competence, generated positive changes in clients, promoted a learning environment among colleagues, and developed expertise within the agency.
3. The number of supervision hours received by supervisees did not significantly affect the benefits mentioned in point 2.
4. As part of their responses, respondents highlighted the importance of the strengths-based approach, the systemic view of a family, the comprehensive practical intervention procedures / skills, as well as the learning experience during supervision.
5. I-FAST has been described by supervisees as a comprehensive systematic approach, since therapists are encouraged to examine all the perspectives, behavioral responses, changes, resistance and goals of client(s) and family members involved. Supervisees are provided with a lens to review the

interactive responses of the client(s) and family members to incidents throughout the treatment process, as well as their involvement in the change process. Support systems outside of the family are also explored during the course of treatment.

6. The respondents were looking for examples of real cases or videos from clients who received a series of sessions in order to observe the transformation of their clients. During the case sharing process, they also looked for in-depth analysis and application of the I-FAST principles.

Here are some feedback from supervision:

“Based on strengths and help me to manage the stuck points of cases.”

”Strengthen my lens to view a case from a family point of view.”

“Empowering clients to search for solutions together through I-FAST.”

”I-FAST can provide the caseworker a comprehensive framework to analyze and intervene with clients.”

“The construction of an overarching frame that family members accept and allow treatment solutions to be developed with clients is very important and helpful.”

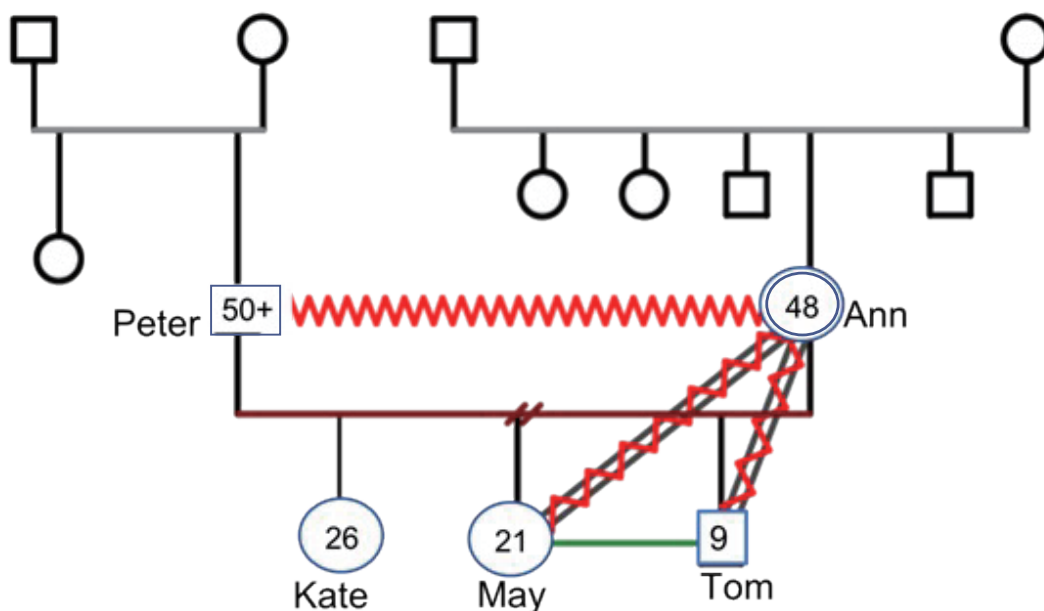
”Under I-FAST supervision, the case discussion is inspiring and helps us generate effective intervention ideas.”

Chapter 04

Case presentation by Caritas Certified I-FAST Supervisor

Case Illustration: The importance of System Collaboration

1.1. Genogram



1.2. Presenting problem

- Ann was a single mother. She suffered from depression and a history of physical abuse by her ex-husband, Peter. It was her concern that three children who had witnessed family violence in the past will be greatly affected.
- Ann was constantly receiving complaints from a primary school teacher as her son, Tom, exhibited misbehavior in classes, such as turning over the table and cabinet in class, speaking loudly during classes, etc. It was difficult for her to impose effective discipline on Tom in this regard.

- Besides having difficulty disciplining Tom, Ann experienced financial difficulties. Despite her best efforts, she lost hope for the future.
- The support network was limited, as she lacked friends.

1.3. Case background

(all names, dates and personal information in disguise for confidentiality)

Following the birth of her two daughters, Kate and May, Ann stayed home to care for her family while her husband, Peter, worked part-time. In 2005, Peter spent all family financial assistance provided by Comprehensive Social Security Assistance Scheme on gambling. The family then suffered from a financial crisis. Even worse, Peter often vented his temper to Ann because of family finances. Ann sought help from the Integrated Family Service Center (IFSC) for help.

The couple's relationship deteriorated after the birth of their youngest son, Tom. Peter physically abused Ann for the diversity of opinions of childcare arrangements and often threatened to beat his two daughters verbally when they were naughty. Finally, he was sentenced to twelve months of probation and the case was referred to the Family and Child Protective Services Unit (FCPSU).

In 2011, Ann was physically abused by Peter again. She and three children were admitted to the refuge center. The couple divorced in the following year, but they continued to live together with children. There was often conflict between the parents regarding the discipline of children.

Four years later, Peter eventually obtained another public housing flat and lived separately with Ann and three children, while Ann and three children lived in the original public housing flat .

At the age of 17 years old, Kate, the eldest daughter of the family, suffered from early psychosis and decided to study in the Australia with her paternal aunt in 2016.

May, the second daughter, suffered from depression and had suicidal thoughts. She received clinical psychology services from Caritas. After one year, she enrolled in a three-year program at the Vocational Training Council. Ann and May had a tense relationship and they often argued over trivial matters.

In 2017, Ann received lots of complaints from the primary school regarding Tom's misbehaviours. Moreover, Tom's rebellious behavior, such as the use of foul language towards Ann, made her feel stressed while supervising him. The General Clinic suspected Tom suffering from Attention Deficit Hyperactivity Disorder - (ADHD) and he was scheduled to receive child psychiatric services in 2019.

Ann experienced constant financial hardship after two daughters graduated from secondary schools. Due to the retirement of the former family caseworker, the case was taken over by me as the new family worker in 2018.

2. Intervention by I-FAST

2.1. Decide who to work with to form alliance

2.1.1. Peter

Due to the history of repeated intimate partner violence, it was necessary to assess the safety of Ann to discuss the matter with Peter in a joint meeting. In order to discuss co-parenting issues with Peter, the family worker ensured that Ann was safe and was ready to do so.



2.1.2. Ann

There was a trustful and collaborative relationship established with Ann, and this was fruitful for her to initiate the change process. Ann was motivated in counseling and made an effort to resolve her personal issues concerning her traumatic experiences and family relationships. She was validated for her efforts in taking care of three children.



2.1.3. Tom

When faced with family violence and a broken family, Tom's vulnerability was validated. Tom's longings and needs in his life were acknowledged. He was engaged in expressing his congruent feelings to Ann for rebuilding the mother-son relationship. Additionally, he was motivated to attend After School Care Program (ASCP) from 2018 until he graduated from primary school.



2.1.4. May

As May faced family violence and a broken family, her sadness and helplessness were validated. From a family system perspective, it was crucial to recruit May for a joint session with Ann and Tom to resolve family relationship problems by shifting the vicious cycle of interactional pattern in the family. May, however, paid attention to her studies and was not ready to receive counselling. She also withdrew the clinical psychological service in Caritas. May was therefore not ready to participate in the mother-daughter conflict resolution.





2.1.5. Tom's school social worker and responsible worker of ASCP

In a systemic approach, collaborating with various parties in the community, such as schools and other agencies, was essential. Together with the school social worker, the teacher of Tom's class, and the ASCP responsible worker, the new family worker developed a mutually consented and comprehensive treatment plan for Tom and his mother.

2.2. Identifying Family life cycle transition

An assessment of this family must take into account the context. We needed to shift from a 'pathology' perspective on Tom and Ann to a constructive one. Systemic perspective was used to recognize that it would be a hard time for all families in the life transition period of the divorce. Systemic perspectives were used to recognize that the divorce transition period would be challenging for all families. Accordingly, Tom's behavior problem might not be merely related to a mental illness. The reaction of Tom's emotion and behavior was the result of his frustration with the adjustment to the separation of his family and his loss of security bonding with Ann and Peter. It was the experiences of family violence and a broken family that led Tom to develop a negative sense of self-worth and identity.

2.3. Tracking clients' frames (ideas and beliefs)

2.3.1. Ann's frame towards herself

- She was a failure and a useless individual. As a result of her inability to provide Tom with a complete family, she judged herself as an incompetent mother.
- As she believed crying would not solve the problem, she expected Tom to be strong enough to overcome his difficulties on his own.

2.3.2. Ann's frame towards Tom

- She suspected Tom suffered from ADHD and his misbehavior was influenced negatively by his divorce. Her guilt brought her to consider the fact that Tom's

misbehavior was learned from her and Peter, such as violent acts and foul language.

2.3.3. Tom's frame towards himself

- He was a problematic and unlovable student
- His negative self-image of being fat prevented him from making friends at school.

2.3.4. May's frame

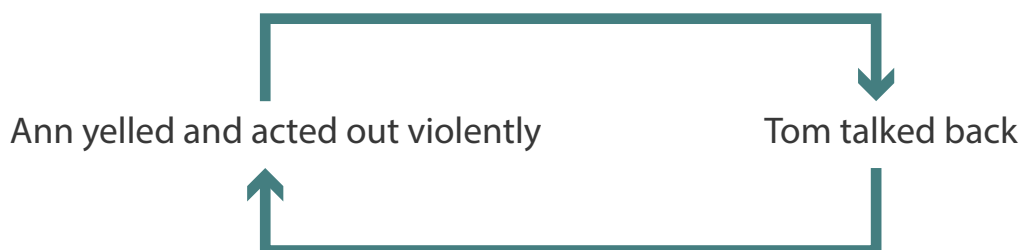
- She was angry and sad with Ann as Ann loved Tom more than her.
- She criticized Ann's parenting abilities and believed that Ann was not a capable mother.
- In her opinion, Ann divorced Peter as a result of her.

2.3.5. Teacher's frame towards Tom

- Tom was a naughty boy and was suspected of having ADHD.
- Tom was a problematic student in a class due to his noncompliance with class rules.

2.4 Tracking interactional patterns

Negative vicious cycle of interactional pattern between Ann and Tom was identified:



Facing the class teacher's complaints on Tom's misbehavior, Ann was filled with anxiety and a sense of helplessness. In order to resolve the complaints, Ann requested that Tom completed his school assignment in accordance with her guidelines. Tom was irritated by Ann's rude attitude. To respond, Tom refused to complete his school assignment and complied with Ann. Having lost her sense of mastery in discipline, Ann was irritated and scolded Tom severely. When Ann did

not understand Tom's frustration with his school assignment, he retaliated with foul language. Tom did not respect Ann as a mother, making her feel sad and desperate. The traumatic experience in Ann's past (Peter insulted Ann as a useless woman using foul language), triggered her anger into an outburst. She finally beat Tom.

2.5. Goal Setting

Ann was a witness of parent conflict in her childhood and experienced many years of spouse abuse by her ex-husband. According to the concept of the window of tolerance developed by Dr. Dan Siegel, Ann had a narrow window of tolerance as a result of her trauma. Regarding this, when Tom exhibited some misbehavior at school and did something wrong, Ann was emotional unstable and fluctuating. It was observed that she was unable to regulate her emotions in response to her son and found it difficult to express herself.

The main goal of the case was to assist Ann to remain calm even when Tom became provocative. Due to the strong bond she had with her family worker, Ann felt safe and confident enough to accept advice from the family worker and to practice some techniques for changing.

Another goal was to collaborate with other social systems to release Ann's stress on parenting and to create a safe environment where Tom could develop peer relationships and strengthen his self-worth by receiving recognition from other adults.

2.6. Changing the interaction pattern

In the counseling process, the family worker taught Ann to understand the negative impact of her emotional dysregulation on the vicious cycle between her and Tom. Apart from this, she also needed to understand the importance of calm before responding to Tom. In each counseling session, the family worker assisted her to calm down by using grounding exercises prior to discussions. Moreover, she learned some techniques to expand her window of tolerance for tolerating

distressing emotions, such as drinking warm water and breathing exercises.

After a period of time, Ann developed the ability to remain calm when facing some triggering issues, particularly receiving complaints from Tom's class teacher. When Tom shared about his misbehavior at school, Ann would do the breathing techniques and become calm. She might not use violent acts towards Tom when she was emotionally overwhelmed. Then, Tom was able to express his frustration and his need to Ann precisely. Ann tried her best to do healthy practices every day to enhance her abilities to regulate her emotions, which contributed significantly to changing her interaction pattern.

2.7. System Collaboration:

2.7.1. Collaboration with community resource

Community resources were provided to Ann's family in order to prevent family violence and nurture Tom's psychological development. Ann allowed Tom to attend the After School Care Program (ASCP), where he developed a self-motivated attitude toward learning and gained opportunities to broaden his views and improve his skills as a person.

It was essential to cooperate with ASCP responsible worker by sharing the new family worker's frame (i.e. Tom's misbehavior was related to the adjustment to his parents' divorce, which was also accompanied by his lack of adequate support) and goal (i.e. to develop Tom's self-worth and identity) since this would enhance the case intervention process.

2.7.2. Collaboration with Tom's school social worker and class teacher

Through contacts, the family worker discussed Tom's family background with his class teacher and school social worker in order to facilitate them in shifting Tom's 'negative' problems to his devastated needs in order to produce more "constructive" frames (perspectives) for his situation.

Since Tom witnessed the family violence, he was sensitive to others' judgment and reactions. He had difficulty regulating unpleasant emotions. Tom shouted out the

answer in class in order to gain the teacher's recognition and appreciation.

In order to attain the goals agreed upon, the school social worker recruited Tom to participate in a developmental growth group. Through this group, Tom was able to establish connections with his classmates and discover the capabilities he possessed.

2.8. Identifying positive interactional pattern between Ann and Tom

After joining the ASCP and the developmental growth group, Tom was different from before. Ann and Tom started to stop fighting against school assignments. For example,

1. He was motivated to complete his schoolwork independently.
2. He requested Ann purchase a dictionary so that he could complete his English schoolwork.

Furthermore, Tom's good behavior was rewarded with positive attention. For example,

1. He assisted a student in a lower grade with his schoolwork.
2. He made new friends in this tutorial group and he was happier than before.
3. He behaved well at school, such as sitting properly and remaining silent during class. Teachers at his school greatly appreciated his improvement.
4. He was awarded an improvement reward in the final semester.
5. He was awarded a volunteer reward due to his contributions to the tutorial group.

It was a valuable experience for Ann to be able to see Tom's strengths after Tom joined the ASCP. In contrast to scolding Tom over the teacher's complaint, she began to understand the reasons behind it. During one instance, Ann listened to Tom's explanation of his argument with a teacher and attempted to discuss Tom's difficulties with that teacher.

2.9. Change from the mother, Ann

Later on, Ann did not receive any complaints from the school teacher, which relieved Ann of the stress she had been experiencing regarding Tom's studies. Due to the decrease in her anxiety level, she could take care of her mental health and nourish her "inner" child/needs.

For her self-care, Ann joined some personal growth groups and volunteer services. The positive experience gained in those groups and volunteer services solidified her sense of self.

Ann and Tom had undergone a significant change. A positive interaction between Ann and Tom was identified as Ann was patient with Tom despite having differing points of view with him, while Tom felt understood and expressed himself freely to Ann. Ann felt respected and was able to discuss matters peacefully with Tom. Violence in the family had ceased and the mother-son relationship problem had been repaired.

May, Ann's second daughter, left Hong Kong in 2019 and stayed at her paternal aunt's house in Australia with her eldest sister, Kate. The casework service for Ann's case was terminated later.

3.0 Conclusion

Having helped the mother and the system collaborators understand Tom's difficulties with my assistance as the family worker, I was greatly impressed with the positive changes in both Tom and his mother. Rather than complaining about Tom's misconduct, the mother and son began addressing their own needs. Clients and system collaborators were involved in the development of treatment goals and treatment processes. It was the strength and positive changes in the mother-son relationship that led the mother to consolidate new frames/perspectives and interactional patterns with her son. Because of adopting I-FAST principles in counseling, the conflict between mother and son was resolved.



Prepared by Ms. Fiona Tsoi

Caritas Certified I-FAST Supervisor and Trainer

Chapter 05

News and Updates

Annual Public Seminar "A journey of reconciliation within a family - I-FAST application in the US and Hong Kong context"

A journey of reconciliation within a family
I-FAST application in the US and Hong Kong context

Integrative Family And Systems Treatment Seminar
Enroll Now:

Prof. LEE Mo Yee
Professor of Social Work of the College of Social Work of The Ohio State University
Co-founder of I-FAST

Mr. David GROVE
Licensed Independent Social Worker
Licensed Independent Marital and Family Therapist
Co-founder of I-FAST

📅 7.7.2023 (Friday)
🕒 2:00 pm to 5:30 pm
📍 Caritas Tsuen Wan Community Hall
2/F, 9 Shing Mun Road, Tsuen Wan

🎫 First come, first served
🕒 Early bird \$300 (on or before 16/6),
Standard \$350 (after 16/6),
Full Time Student \$100
🗣️ Language: English

- Common factors approach of I-FAST assessments and interventions,
- Concept of family reconciliation in counseling and
- Case demonstration of family reconciliation from the United States and Hong Kong.
- Inquiry WhatsApp 61501755 (Miss Chan)

香港明愛家庭服務 Caritas Family Service
 I-FAST
 Walking Together 70 Years with Love
Looking up to Future—Always

The professional seminar titled "A Journey of reconciliation within a family - I-FAST application in the US and Hong Kong context" was organized by Caritas Family Service on July 10, 2023. The seminar attracted 131 participants, including 22 participants from other organizations. Professor Mo Yee Lee began the presentation by providing an overview of Integrative Family and Systems Treatment (I-FAST).

Participants could gain a comprehensive understanding of the origin, the theories, the principles, the effectiveness and the treatment procedures of I-FAST. Continuing the seminar, Mr. David Grove provided a detailed case example illustrating the use of I-FAST. With Mr. Grove's lively presentation, participants could become immersed in the treatment process and experience the step-by-step changes happening in the clients, which included a single mother

who was a drug addict and three daughters who had run away from home since they were teenagers.

In addition to listening to Mr. Grove, participants also had the opportunity to see a local case demonstration by Ms. Monica Cheung, Caritas certified I-FAST supervisor and Miss Kayley Lung from Caritas Dr. & Mrs. Olinto de Sousa Integrated Family Service Center. A detailed description of the assessment and engagement with clients as well as the setting of workable goals was provided from the beginning of the treatment to illustrate the positive transformation that occurred in a family of a young man experiencing emotional distress and relationship difficulties with parents and siblings.



From left to right: Ms. Monica Cheung, Miss Kayley Lung, Prof. Mo Yee Lee, Mr. David Grove, Ms. Florence Lai (the translator)



Mr. David Grove



Prof. Mo Yee Lee

This professional seminar provided participants with an opportunity to gain a deeper understanding of how social workers use I-FAST principles and treatment interventions to tackle clients' problems and needs. It was a truly valuable learning experience for all of us.



Chapter 06

Future Development

Enhancement of staff of using I-FAST in agency

Mr. David Grove encouraged our certified I-FAST supervisors to enhance their clinical competence and to continue to contribute from their supervisory roles. We are pleased to share that I-FAST has been used to assist clients and their families, as well as providing clinical supervision to our social workers utilizing I-FAST. To enhance collective learning, we began planning for live supervision, during which social workers meeting real clients could be consulted by a group of certified supervisors on-site. Our certified I-FAST supervisors were provided with a lecture by Mr. Grove regarding the purpose, steps, and planning of live supervision. This new learning approach inspired us to prepare for new challenges.

Also, Professor Mo Yee Lee expressed appreciation for Caritas Family Service's development of I-FAST. We were encouraged to continue to offer learning opportunities to our social workers. A deeper level of study may also be achieved through research and publication. Considering that the use of different counseling approaches is a common practice within our agency, placing I-FAST in a context that integrates well with other approaches adopted by Caritas Family Service becomes very important. Social workers should be given opportunities to discuss, learn and share to facilitate and develop integration.



Prof. Mo Yee Lee provided advice regarding future I-FAST development in Caritas Family Service



Mr. David Grove introduced the live supervision model of I-FAST

Our Future Plan

01

Accreditation will be conducted in 2024 for more candidates.

02

The clinical competence of certified I-FAST supervisors will be enhanced in 2024. Certified I-FAST supervisors will have the opportunity to participate in a maximum of nine hours of clinical supervision to increase their collective learning experience and reflect upon their professional skills in addition to attending seminars.

03

There will be a systemic video library established to collect all training and learning materials.

04

The I-FAST working group will study case intake forms integrating I-FAST principles across services.

05

The 2nd issue of the I-FAST e-newsletter will be published in the first quarter of 2024.

06

An I-FAST professional seminar will be organized on 5th July, 2024.

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Love in the Service of Hope

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I-FAST in Caritas Family Service

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