



CHRISTIAN HERITAGE COLLEGE

**FR540**

**FAMILY AND RELATIONSHIP COUNSELLING:  
THEORETICAL FOUNDATIONS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	FR540														
<b>Unit name</b>	Family and Relationship Counselling: Theoretical Foundations														
<b>Associated higher education awards</b>	Master of Counselling														
<b>Duration</b>	One semester														
<b>Level</b>	Postgraduate														
<b>Core/elective</b>	Elective														
<b>Weighting</b>	Unit credit points: 10 Course credit points: 160														
<b>Delivery mode</b>	Face-to-face on site External														
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>	Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>TOTAL</b>	<b>150 hours</b>														
<b>Prerequisites/ co-requisites/ restrictions</b>	Nil														
<b>Rationale</b>	<p>Many of the issues that encourage people to seek the help of a professional counsellor arise from their primary relationships. Dealing with relationship issues is most effective when all persons involved are present; consequently, family and relationship counsellors often work with two or more family members together.</p> <p>In order to equip professional practitioners for appropriate interventions in the area of family and relationship counselling, a number of theories and perspectives that are relevant to family and relationship counselling need to be considered. The aim of this unit is, therefore, to ensure students have a sound knowledge and understanding of these theories and perspectives, and the ability to critique approaches to family and relationship counselling from a process-based framework and from a Christian worldview perspective. The unit will also give students the opportunity to apply these theories and perspectives to their own family experiences and the experiences of other families.</p>														
<b>Prescribed text(s)</b>	Capuzzi, D., & Stauffer, M. (Eds.). (2015). <i>Foundations of couples, marriage and family counseling</i> . Hoboken, NJ: Wiley.														

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Balswick, J. &amp; Balswick, J. (2014). <i>The family: A Christian perspective on the contemporary home</i> (4th ed.). Grand Rapids, MI: Baker Academic.</p> <p>Conger, R., Lorenz, F., &amp; Wickrama, K. (Eds.). (2014). <i>Continuity and change in family relations: Theory, methods and empirical findings</i>. New York, NY: Psychology Press.</p> <p>Goldenberg, H., &amp; Goldenberg, I. (2013). <i>Family therapy: An overview</i> (8th ed.). Belmont, CA: Brooks/Cole.</p> <p>Hughes, D. (2007). <i>Attachment-focused family therapy</i>. New York, NY: Norton.</p> <p>McGoldrick, M., Carter, B., &amp; Garcia-Preto, N. (Eds.). (2011). <i>The expanded family life cycle: Individual, family and social perspectives</i> (4th ed.). Boston, MA: Allyn and Bacon.</p> <p>Nichols, M. P., &amp; Schwartz, R. C. (2013). <i>Family therapy: Concepts and methods</i> (10th ed.). Boston, MA: Pearson.</p> <p>Peterson, C. (2013). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed.). Sydney, Australia: Pearson.</p> <p>Rasheed, J., Rasheed, M., &amp; Marley, J. A. (2011). <i>Family therapy: Models and techniques</i>. Los Angeles, CA: Sage.</p> <p><b>Journals and Periodicals</b></p> <p><i>Family Process</i></p> <p><i>Journal of Marital and Family Therapy</i></p> <p><i>Journal of Marriage and Family</i></p> <p><i>Journal of Psychology and Theology</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Understanding the family system from biblical, psychological and sociological perspectives</li> <li>2. Stages of family development</li> <li>3. Family and relationship diversity in the 21<sup>st</sup> century</li> <li>4. The family within the broader sociocultural context</li> <li>5. What brings families to therapy?</li> <li>6. Critiquing models of family and relationship counselling: <ol style="list-style-type: none"> <li>a. Family systems models</li> <li>b. Experiential family therapy</li> <li>c. Attachment-based therapies</li> <li>d. Constructivist approaches</li> </ol> </li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. exhibited an advanced understanding of concepts and theories relevant to family and relationship functioning;</li> <li>2. critically reflected on the functioning of their own family, drawing on relevant family and relationship theories;</li> <li>3. critically examined a number of perspectives on the family, including sociological, multicultural and Christian worldview perspectives in relation to family and relationship counselling;</li> <li>4. evaluated approaches to family and relationship counselling from evidence-based, practice-based, and Christian worldview perspectives;</li> <li>5. synthesised their knowledge into a coherent and holistic understanding of family functioning and experience; and</li> <li>6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Autobiographical case study</b></p> <p>Reflect on your family of origin experience and analyse the family's functioning.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Week 6</p> <p><b>Task 2: Literature review</b></p> <p>Present a review of literature on one approach to family therapy.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 3, 4, 6</p> <p>Assessed: Week 11</p> <p><b>Task 3: Concept map</b></p> <p>Develop a concept map incorporating the theoretical concepts that you intend to incorporate into your framework for conceptualising and working with families and relationships.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 15</p>
<b>Unit summary</b>	<p>The aim of this unit is to ensure students have a sound knowledge and understanding of the theories and perspectives that are relevant to family and relationship counselling, and the ability to both critique and apply those theories and perspectives to their own family experiences and the experiences of other families.</p>