



CHRISTIAN HERITAGE COLLEGE

FR541

**FAMILY AND RELATIONSHIP COUNSELLING:
INTERVENTION FRAMEWORKS**

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.

Unit code	FR541
Unit name	Family and Relationship Counselling: Intervention Frameworks
Associated higher education awards	Master of Counselling
Duration	One semester
Level	Postgraduate
Core/elective	Elective
Weighting	Unit credit points: 10 Course credit points: 160
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisite or co-requisite</i></p> <p>FR540 Family and Relationship Counselling: Theoretical Foundations</p>
Rationale	<p>Working with families and relationships requires a more specialised skill set than that required for general counselling. To be able to provide effective family and relationship counselling, counsellors need skills and strategies for working with the dynamics of having multiple clients in the room, based on a thorough understanding of the interplay of 'system dynamics' at work in such a setting.</p> <p>The aim of this unit is to introduce students to a range of specific skills for conceptualising and working with the system dynamics of family and relationship counselling in order to develop a process-based framework for intervention. As the life partners are considered to be the foundation on which the family is established (Balswick & Balswick, 2007; Satir, 1983), the emphasis in this unit will be on working with the couple dyad in order to promote enhanced functioning within the family.</p> <p>Students will engage with the content through a reflective practice framework, integrating theory, issues and skills, including relevant Christian worldview, cultural and ethical perspectives.</p>
Prescribed text(s)	<p>Balswick, J., & Balswick, J. (2014). <i>The family: A Christian perspective on the contemporary home</i> (4th ed.). Grand Rapids, MI: Baker Academic.</p> <p>Gottman, J. & Gottman, J. S. (2015). <i>10 Principles for doing effective couples therapy</i>. New York, NY: Norton.</p>

<p>Recommended readings</p>	<p>Books</p> <p>Bader, E., & Pearson, P. (2013). <i>In quest of the mythical mate: A developmental approach to diagnosis and treatment in couples therapy</i>. New York, NY: Brunner/Mazel.</p> <p>Carson, D., & Casado-Keho, M. (Eds.). (2011). <i>Case studies in couples therapy: Theory-based approaches</i>. New York, NY: Routledge.</p> <p>Lerner, H. (1989). <i>The Dance of intimacy: A woman's guide to courageous acts of change in key relationships</i>. New York, NY: HarperRow.¹</p> <p>McGoldrick, M., Gerson, R., & Petry, S. (2008).¹ <i>Genograms: Assessment and intervention</i> (3rd ed.). New York, NY: Norton.</p> <p>Nichols, M. P. & Schwartz, R. C. (2013). <i>Family therapy: Concepts and methods</i> (10th ed.). Boston, MA: Pearson.</p> <p>Payne, M. (2010). <i>Couple counselling: A practical guide</i>. London, UK: Sage.</p> <p>Rasheed, J., Rasheed, M., & Marley, J. A. (2011). <i>Family therapy: Models and techniques</i>. Los Angeles: Sage.</p> <p>Rhodes, P., & Wallis, A. (2011). <i>Practical guide to family therapy: Structured guidelines and key skills</i>. Melbourne, Australia: IP Communications.</p> <p>Solomon, M., & Tatkin, S. (2011). <i>Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy</i>. New York, NY: Norton.</p> <p>Wilcoxon, S.A. (2007). <i>Ethical, legal and professional issues in the practice of marriage and family therapy</i>. Upper Saddle River, NJ: Pearson.</p> <p>Journals and Periodicals</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</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Digital recording device</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. The person of the family and relationship therapist and use of self 2. Therapeutic dynamics with two or more people in the room 3. Building and maintaining balanced therapeutic alliances 4. Emotional regulation and the neuroscience of relationships 5. Case conceptualisation 6. Working with process vs. content 7. Common issues in family relationships 8. Interventions with the couple dyad 9. Challenges for the therapist- managing transference and counter-transference, parallel process, differentiation, supervision 10. Ethical issues in family and relationship counselling

¹ Seminal text.

Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> exhibited an understanding of the multiple dynamics involved in family and relationship counselling; identified and analysed common issues and themes in family and relationship counselling and applied appropriate interventions; developed skills and strategies for working with a couple dyad on common family and relationship issues within an integrated process-based framework; evaluated their own use of family and relationship counselling skills; critically reflected on the role of the therapist and the therapist's use of self in family and relationship counselling; critically analysed the multicultural, Christian worldview, and ethical issues involved in working with families and relationships; and communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>Task 2: Participation in case discussions</p> <p>Participate in regular class discussions.</p> <p>Word Length/Duration: 3 x 60 minutes</p> <p>Weighting: Pass/Fail</p> <p>Learning Outcomes: 1-2, 5, 6</p> <p>Assessed: Throughout the semester</p> <p>Task 2: Forum posts and reflective essay</p> <p><i>Part A</i></p> <p>Contribute to a forum throughout the semester reflecting on your learning from the class.</p> <p><i>Part B</i></p> <p>Synthesise your learning from the semester with regard to you as a relationship counsellor.</p> <p>Word Length/Duration: Forum posts - minimum 5 x 200 words; Essay - 1,500 words</p> <p>Weighting: Forum posts - Formative; Essay - 30%</p> <p>Learning Outcomes: 1, 2, 4-7</p> <p>Assessed: Forum posts - Week 2 – 13; Essay - Week 15</p> <p>Task 3: Video and process report</p> <p>Record a relationship counselling session, and write a process report conceptualising the issues presented in the session and analysing the effectiveness of the session.</p> <p>Word Length/Duration: Video - 60 minutes; Process Report - 2,000 words</p> <p>Weighting: Video: 30%; Process Report: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 13</p>
Unit summary	<p>This unit introduces students to a range of specific skills for conceptualising and working with the system dynamics of family and relationship counselling in order to develop a process-based framework for intervention. Students will learn a range of specific family and relationship focused counselling skills that will enable them to deal effectively with those who present for family and relationship counselling. Interventions will focus on working with the couple dyad to promote change.</p>