

## UNIT INFORMATION

<b>UNIT CODE</b>	CO383	
<b>UNIT NAME</b>	Family Relationship Issues	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Advanced	
<b>UNIT COORDINATOR</b>	Toni Neil	
<b>TEACHING STAFF</b>	Sonia Thompson	
<b>CORE / ELECTIVE</b>	Elective	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
	External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<i>Prerequisites</i>	
	60 credit points of Introductory Social Sciences units <i>including</i>	
	SO110 The Person of the Practitioner	
	SO112 Introduction to Human Behaviour	
	SO114 Foundational Interpersonal Skills	
	<i>Pre or Corequisites</i>	
	CO220 Development Through the Lifespan	

## RATIONALE

Much of counselling work focuses on the person in relationship, especially in regards to family relationships as a primary relational context. Those in people-helping professions, therefore, must have an understanding of the theories and skills that underpin relationship counselling, as well as the kinds of issues that couples and families may face and seek help with.

This unit focuses specifically on relational issues that people commonly face at different stages of their life span within a family context. It provides a broad overview of a range of family relationship issues which may be the focus of counselling for many people. Opportunity is also given for a preliminary consideration of counselling responses that may prove effective when counselling couples and families experiencing specific areas of need.

The unit also provides opportunities for reflection on family relationships and issues in a counselling context from a Christian perspective.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

### INTERNAL

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

#### Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

You will be given the opportunity to provide feedback on the unit at the end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

### EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.

- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

### Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. Theological perspectives on family and relationships.
2. The contemporary family; family diversity.
3. Models of family functioning.
4. Family life cycle development theory.
5. Basic skills and techniques for working with families.
6. Managing conflict.
7. Family life- Gender and sexuality; Parenting; Midlife and aging; Violence and abuse.

8. Family breakdown.
9. Sociological and multicultural perspectives on the family.
10. Ethical, legal and Christian worldview issues for working with families.

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Identified and explained patterns of relating and personal beliefs concerning family and relationships.
2. Analysed major principles of healthy family relationships.
3. Identified and reflected on a broad variety of issues relating to family and relationship counselling.
4. Developed and applied responses and interventions to specific relational issues, especially those that are personally relevant.
5. Demonstrated awareness of ethical, legal, and Christian worldview dimensions of family relationship issues.
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.

## ASSESSMENT TASKS

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: REFLECTIVE ESSAY

Reflect on your own family (either your current family or your family of origin), using life cycle theory, a genogram, and one theoretical model of family functioning studied in this unit.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-3, 6  
 Assessed: Week 8  
 Method of Submission: Turnitin

### TASK 2: CASE STUDY ANALYSIS

Analyse a given case study. Using one or more of the theoretical perspectives studied in the unit in a cohesive approach, the issues present in the case are to be identified, including ethical, legal and Christian worldview dimensions.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 3-6  
 Assessed: Week 11  
 Method of Submission: Turnitin

### TASK 3: RESEARCH ESSAY

Examine one topic covered in the unit, discussing the theory and skills that would inform your professional approach to working with an individual, couple, or family experiencing this particular issue, and including an evaluation of how this topic contributes to your understanding of healthy relationships. The research is to include literature with a Christian worldview and should also address any ethical and legal dimensions to the topic. The essay should conclude with a brief discussion of how your understanding concerning family and relationships has changed as a result of your research.

Word Length/Duration: 2,000 words  
 Weighting: 40%  
 Learning Outcomes: 1-6  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course outcome	Graduate Attributes	PACFA Objectives
Task 1	1-3, 6	1-4, 7, 8	S2, K1	3	C
Task 2	3-6	4-10	A1, K1, K2, K3, S4	1, 2, 4	E, G
Task 3	1-6	6-12	A1, K2, K4	1, 4, 6	G

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Brown, J. (2017). *Growing Yourself Up How to bring your best to all of life's relationships* (2<sup>nd</sup> ed.). Exisle Publishing Ltd.

## RECOMMENDED READINGS

### BOOKS

Carr, A. (2012). *Family therapy: Concepts, process and practice* (3rd ed.). Wiley.

Caselman, T. & Hill, K. (2014). *Working therapeutically with families: Creative activities for diverse family structures*. Jessica Kingsley.

McGoldrick, M. (2011). *Genogram journey: Reconnecting with your family*. (Rev. ed.). W. W. Norton & Company.

Nichols, M. P. & Davis, S. (2017). *Family therapy: Concepts and methods* (11th ed.). Pearson Education Company.

Noller, P. & Karantzas. (Eds.). (2012). *The Wiley-Blackwell handbook of couples and family relationships*. Blackwell.

Powers, W. B. (1987). *Marriage and divorce: The New Testament teaching*. Jordan Books.

Rasheed, J., Rasheed, M., & Marley, J. (2011). *Family therapy: Models and techniques*. Sage.

Stinnett, N., Stinnett, N., DeGenova, K., & Rice, F. P. (2016). *Intimate relationships, marriages, and families* (9<sup>th</sup> ed.). OUP.

Vangelisti, A. L. (2013). *The Routledge handbook of family communication* (2nd ed.). Routledge.

Walsh, F. (2016). *Normal family processes* (4<sup>th</sup> ed.). Guilford.

### JOURNALS

*Australian and New Zealand Journal of Family Therapy*

*Family Relations Journal of Marriage and the Family*

*The Family Journal*

### OTHER

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).

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.

SAMPLE

