

UNIT INFORMATION

UNIT CODE	FR551	
UNIT NAME	Family and Relationship Counselling II	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Level 9	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Peter Janetzki	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face	
STUDENT WORKLOAD	Contact hours	35 hours
	Reading, study and assignment presentation	115 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Pre or corequisite</i>	
	FR550 Family and Relationship Counselling I	
	CO615 Advanced Interpersonal Counselling Skills	

RATIONALE

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.

This unit complements the skills learned in FR550 for working with one person with relationship issues by introducing students to a range of specific skills for conceptualising and working with two people in the room. As 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, however the same processes can be translated into other days.

LEARNING DELIVERY PROCESS

This unit will contain two intensives, one of three days and one of two days. Please check the CHC timetable available on the CHC website for the dates of the intensive.

INTENSIVES

Students are expected to attend **at least 80% of every session** for Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or

other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Some guidelines for intensives:

- 80% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00am to 5.00pm everyday unless told otherwise by the lecturer.
- The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

Plus, CHC learning portal resources:

- Power points of lectures.
- Essential readings and other useful resources.
- Learning guides.
- Assessment guides.
- Discussion forums.
- News forum.
- Turnitin assessment and feedback tool.

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.

The Family and Relationship Counselling units as a set have been restructured based on student enrolment patterns.

CONTENT

1. The person of the family and relationship therapist and use of self.
2. Therapeutic dynamics with two or more people in the room:
 - Defensives/coping strategies.
 - Power plays.
 - Alignments.
 - Interpersonal styles.
3. Building and maintaining balanced therapeutic alliances:
 - Building and maintaining a balanced alliance.
4. Emotional regulation and the neuroscience of relationships.
5. Case conceptualisation:
 - The Couples Institute ‘Stepping Stones To Intimacy’
 - Gottman’s sound relationship house.
 - Schnarch’s ‘Crucible’
 - Janetzki’s ‘Couples Integrated Framework’
 - Understanding the dark stuff.

- Two choice dilemmas.
 - The role of personality differences.
 - Complicated couple dyads.
6. Working with process vs. content.
 7. Common themes in family relationships:
 - Family of origin issues.
 - Emotional heritage issues.
 8. Interventions with the couple dyads:
 - Managing defensive/coping strategies, power plays, alignments, and interpersonal styles that dyads present within the counselling room.
 - Facilitating couples in reflecting on their couple dynamics so as to promote intrapersonal and interpersonal growth.
 - Strategies for facilitating emotional regulation within the couple dyad to promote greater levels of differentiation.
 - Assisting couples in co-creating a new history and shared meaning.
 9. Challenges for the therapist:
 - Managing and utilising transference and countertransference for effective therapeutic outcomes.
 - Parallel process.
 - Differentiation of the therapist.
 - The critical role of supervision for reflective practice and for effective therapeutic outcomes.
 10. Ethical issues in family and relationship counselling:
 - Confidentiality and secret-keeping.
 - Client safety.

LEARNING OUTCOMES

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

1. Exhibited an understanding of the multiple dynamics involved in relationship counselling.
2. Identified and analysed common issues and themes in relationship counselling and applied appropriate interventions.
3. Developed skills and strategies for working with a couple dyad within an integrated process-based framework.
4. Evaluated their own use of relationship counselling skills.
5. Critically reflected on the role of the therapist and the therapist's use of self in relationship counselling.
6. Critically analysed the multicultural, Christian worldview, and ethical issues involved in working with relationships.
7. 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 LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: SKILLS DEMONSTRATION AND ANALYSIS

Record four video vignettes demonstrating specific skills and strategies for working with couple dynamics. You then need to write up an analysis of your skills usage in each video vignette.

Word Length/Duration:	Videos: 1a & 1b 5-10 mins each; 1c & 1d 15 mins minimum Analysis: 4 x 300 words minimum each
Weighting:	40% (10% each)
Learning Outcomes:	1-7
Assessed:	1a & 1b – Week 8; 1c & 1d – Week 14

Method of Submission: Turnitin

TASK 2: REFLECTIVE ESSAY

Reflect on your learning with regard to your skills and use of self as a relationship counsellor, including how you intend to address specific challenges for you in this work. In this reflection, compare and contrast the differences between couple and individual counselling.

Word Length/Duration: 1,500 words

Weighting: 30%

Learning Outcomes: 1, 2, 4-7

Assessed: Week 11

Method of Submission: Turnitin

TASK 3: CASE ANALYSIS

Present a conceptualisation of the case that you have been working with for your video vignettes.

Word Length/Duration: 30 minutes

Weighting: 30%

Learning Outcomes: 1-2, 5-7

Assessed: Week 16

Method of Submission: In class

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-7	1-8, 10	K4, K5, S1, S4-S8	A, E, I, J, K
Task 2	1, 2, 4-7	1-10	K4, K5, S2, S5, S7, S8	A, E, I, J
Task 3	1-2, 5-7	1-10	K4, K5, S1, S2, S4-8A1, A2	A, D, E, I, J, K

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Balswick, J. & Balswick, J. (2021). *The family: A Christian perspective on the family home* (5th ed.). Baker Academic.

Gottman, J. & Gottman, J. S. (2015). *10 Principles for doing effective couples therapy*. Norton.

RECOMMENDED READINGS

BOOKS

Bader, E., & Pearson, P. (2013). *In quest of the mythical mate: A developmental approach to diagnosis and treatment in couples therapy*. Brunner/Mazel.

Carson, D., & Casado-Keho, M. (Eds.). (2011). *Case studies in couples therapy: Theory-based approaches*. Routledge.

Gehart, D. (2017). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation* (3rd ed.). Brooks/Cole.

Nichols, M. P. & Schwartz, R. C. (2017). *Family therapy: Concepts and methods* (11th ed.). Pearson.

- Payne, M. (2010). *Couple counselling: A practical guide*. Sage.
- Rhodes, P., & Wallis, A. (2011). *Practical guide to family therapy: Structured guidelines and key skills*. IP Communications.
- Schnarch, D. (2012). *Passionate marriage: Keeping love and intimacy alive in committed relationships*. Scribe.
- Solomon, M., & Tatkin, S. (2011). *Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy*. Norton.
- Wilcoxon, S. A. (2013). *Ethical, legal and professional issues in the practice of marriage and family therapy* (5th ed.). Pearson.

JOURNALS

Family Process

Journal of Marital and Family Therapy

Journal of Marriage and Family

Journal of Psychology and Theology

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

