

UNIT INFORMATION

UNIT CODE	FR552	
UNIT NAME	Family and Relationship Counselling III	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Level 9	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Neil Roberts	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	External	
STUDENT WORKLOAD	Discussion with supervisor	10 hours
	Reading and studying	80 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisite</i> FR551 Family and Relationship Counselling II <i>Pre or corequisite</i> CO667 Reflective Practice: Consolidating Foundations	

RATIONALE

Due to a range of factors, some families present with more complex issues than others. Family and relationship counsellors need an awareness of the dynamics involved in these issues and specific skills to help the families affected. Not all counsellors will choose to work with this clientele, so this unit is offered as an opportunity for those students who do want to focus particularly in this area to build on the knowledge and skills developed in the previous family and relationship counselling units and explore in depth a specific issue relevant to their interests and developing counselling practice in consultation with the unit coordinator and a seasoned practitioner with experience in the focus area.

LEARNING DELIVERY PROCESS

Unit content will be negotiated between the unit coordinator and individual students based on the student's interests and practicum opportunities. Regular discussions with the unit coordinator throughout the semester a part of the time commitment for this unit. Apart from the that, the focus is on student-directed learning related to their topic of interest and applying this in practice in their practicum context.

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. This unit has been reviewed based on student enrolment patterns in previous semesters.

CONTENT

To be negotiated with the unit coordinator and clinical supervisor.

LEARNING OUTCOMES

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

1. Exhibited an advanced understanding of a specific issue that increases stress in families and add complexity to family and relationship counselling.
2. Critically analysed and applied evidenced-based interventions for working with a specific issue in family and relationship counselling.
3. Critically examined the ethical, legal, and Christian worldview issues involved in family and relationship counselling and considered appropriate strategies for assessing and managing risk.
4. Developed and reflected on skills for working with a specific family and relationship issue.
5. Synthesised their knowledge and understanding of theory, issues and skills for working with families and relationships.
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 LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: RESEARCH ESSAY

Research one theoretical approach/intervention for working with a specific family/relationship issue, including the evidence-base for this approach, ethical, legal and Christian worldview considerations.

Word Length/Duration: 3,000 words
 Weighting: 50%
 Learning Outcomes: 1, 2, 3, 6
 Assessed: Week 9
 Method of Submission: Turnitin

TASK 2: CASE STUDY REPORT

Write up a case study of your work with a client (individual, couple or family) you have been working with on your practicum, demonstrating your ability to work on a specific relationship issue. The report is to include a case formulation, a description of the therapeutic approach and interventions you have used, a consideration of the worldview and ethical and/or legal issues inherent in the case, and a reflection on the progress of your work.

Word Length/Duration: 2,500 words
 Weighting: 50%
 Learning Outcomes: 1-6
 Assessed: Week 14
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1, 2, 3, 6	N/A	K2, K4, K5, S1, S4, S7, S8	A, G, K
Task 2	1-6	N/A	K2, K4, K5, S1, S4, S5, S7, S8	A, E, G, I, J, K

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

No set textbook.

RECOMMENDED READINGS

BOOKS

- Balswick, J. O., & Balswick, J. K. (2014). *The Family: A Christian Perspective on the Contemporary Home*. (4th ed.). Baker Academic.
- Capuzzi, D. & Stauffer, M. (Eds.). (2021). *Foundations of couples, marriage and family counseling*. (2nd ed.). Wiley.
- Caselman, T., & Hill, H. (2014). *Working therapeutically with families: Creative activities for diverse family structures*. Jessica Kingsley.
- Laurel, K. (2015). *Strengthening family coping resources: Interventions for families impacted by trauma*. Routledge.
- Patterson, J., Williams, L., Edwards, T., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (3rd ed.). Guilford.
- Rasheed, J., Rasheed, M., & Marley, J. A. (2011). *Family therapy: Models and techniques*. Sage.
- Rhodes, P., & Wallis, A. (2011). *Practical guide to family therapy: Structured guidelines and key skills*. IP Communications.

JOURNALS

Family Process

Journal of Marital and Family Therapy

Journal of Marriage and Family

Journal of Psychology

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

SAMPLE

