

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**Updated 1/21/16**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 2/16/17, 4/4/18

4. Department/discipline: Human Services

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Family Dynamics  
Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: HSER 8. Course Level: 2020

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 40 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

The course is designed as an introduction to the study of family systems theory, family dynamics, and the major theories of family counseling. Students will develop an understanding of family systems, develop basic skills in counseling family systems, and participate in classroom and outside assignments designed to increase awareness of the development of family dynamics within their own family system and across the changing sociological and cultural spectrum. (Prerequisite: HSER 1010)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): HSER 1010 The Helping Process or consent of instructor

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Nichols, M. (2011). The Essentials of Family Therapy. (5<sup>th</sup> Ed.) Boston, MA. Allyn & Bacon.

Videos on various Family Therapy intervention models.

14. **Course Content** (Provide an outline of major topics covered in course)

Family Development & Dynamics  
Historical View of Family Practice  
Major Theories in Family Practice  
Family Practice Assessment  
Family Therapy Interventions

American Indian Family Systems  
Family Assessment Skill Development  
Family Intervention Skill Development  
Family Therapy Evaluation: Quality Assurance Issues  
Ethics in Family Practice  
Cross Cultural Practice with Families  
Family Diversity: A Global Perspective  
Family Case Plan Skill Development

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

- 1. Students will articulate specific concepts of family dynamics and family systems. (A, B, C).
- 2. Students will analyze the major human service theories related to family practice. (A, B, C)
- 3. Students will demonstrate beginning-level knowledge and skills in the application of family assessment and intervention. (A, B)
- 4. Students will display the understanding of the development of family systems and the changes based on societal and cultural influences. (A, C, D)
- 5. Students will demonstrate knowledge of cross-cultural practice in working effectively with American Indian families and other diverse family groups. (B, D)
- 6. Students will evaluate and communicate their knowledge of ethical protocols required in working in family practice. (A, B, C, D)
- 7. Students will reflect on their own skill development in working effectively with families. (B, C)

**16. Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Does this course require additional material for specific program requirements?

If yes, please provide.

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