

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

**03/19/19**

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 12/8/21

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 for Transcripts (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. *Also, integrated into this course is a special focus on American Indian family systems and cross-cultural practice methods.* (Prerequisite: HSER 1010 or consent of instructor).

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.

American Indian Human Services Literature and websites.

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

1. Family Development & Dynamics
2. Historical View of Family Practice
3. Major Theories in Family Practice

4. Family Practice Assessment
5. Family Therapy Interventions
6. American Indian Family Systems
7. Family Assessment Skill Development
8. Family Intervention Skill Development
9. Family Therapy Evaluation: Quality Assurance Issues
10. Ethics in Family Practice
11. Cross Cultural Practice with Families
12. Family Diversity: A Global Perspective
13. 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.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Students will articulate specific concepts of family dynamics and family systems.	A, B, C	
Students will analyze the major human service theories related to family practice.	A, B, C	
Students will demonstrate beginning-level knowledge and skills in the application of family assessment and intervention.	A, B	
Students will display the understanding of the development of family systems and the changes based on societal and cultural influences.	A, C, D	4
Students will demonstrate knowledge of cross-cultural practice in working effectively with American Indian families and other diverse family groups.	B, D	2, 7

Students will evaluate and communicate their knowledge of ethical protocols required in working in family practice.	A, B, C, D	5
Students will reflect on their own skill development in working effectively with families.	B, C	3

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

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

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

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Provide the required documentation to show course meets required licensing/certification standards.

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