اعتماد
NCAAA

T15

Course Specifications
(Postgraduate Degree)

Course Title:	English for Family Counseling
Course Code:	**521 Eng.**
Program:	**Diploma Program in Family Counseling**
Department:	**Psychology**
College:	**College of Education**
Institution:	**Jazan University**

VISION رؤية
2030
المملكة العربية السعودية
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Table of Contents

A. Course Identification

1. Credit hours:	

2. Course type	
☒ Required	☐ Elective

3. Level/year at which this course is offered: First level

4. Pre-requisites for this course (if any):**no**

5. Co-requisites for this course (if any):**no**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	30
2	Laboratory/Studio	-
3	Seminars	-
4	Others (specify)	-
Total		30

B. Course Objectives and Learning Outcomes

1. Course Description
• Appreciate the place of family counseling in counselor education.   • Acquire knowledge about issues involved in family counseling.   • Differentiate among major terms in family counseling.   • Demonstrate awareness on necessity for family counseling.

2. Course Main Objective

Students will gain knowledge of and competence in family counseling and the ability to critically review and evaluate literature related to family counseling.

3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
1	**Knowledge and Understanding**	
1.1	To know advanced subjects related to family counseling	
1.2	To get information about family counseling theories	
1.3	To establish a feeling of mutual understanding between student and his/her own community	
2	**Skills :**	
2.1	To apply counseling skills	
2.2	To plan child & adolescent counseling	

Course Learning Outcomes (CLOs)		Aligned PLOs*
2.3	To design group counseling sessions	
3	**Values:**	
3.1	To apply counseling ethics	
3.2	To plan family counseling sessions	
3.3	To design rehabilitation counseling sessions	

* Program Learning Outcomes

C. Course Content

No	List of Topics	Contact Hours
1	Counseling the Child	2
2	Counseling the Adolescent	4
3	Counseling the Elderly	4
4	Counseling the Family	4
5	Counseling the Sick	2
6	Counseling the AIDS-Affected	4
7	Counseling the Suicidal	4
8	Handicapped Children	2
9	Counseling Techniques	4
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	To know advanced subjects related to family counseling	Lectures- Discussion	Research - practical activities.
1.2	To understand child, adolescent, and elderly counseling	Lectures- collaborative learning	Articles - tasks.
1.3	To understand counseling techniques	Lectures- brainstorming	Practical activities- tasks
2.0	**Skills**		
2.1	To apply counseling skills	Lectures- Discussion	Articles - tasks.
2.2	To plan child & adolescent counseling	Lectures- collaborative learning	Practical activities- tasks
2.3	To design group counseling sessions	Lectures- brainstorming	Research - practical activities.
3.0	**Values**		
3.1	To apply counseling ethics	Lectures- Discussion	Practical activities- tasks
3.2	To plan family counseling sessions	Lectures- collaborative learning	Articles - tasks.
3.3	To design rehabilitation counseling sessions	Lectures- brainstorming	Research - practical activities.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quarterly test	Seventh	20%
2	Translations (e.g. articles, book chapters, text)	Throughout the semester	10%
3	Presentations/ articles about family counseling subjects.	Throughout the semester	10%
4	Participation and classroom interaction and class discussions	Throughout the semester	10%
5	The final test	End of the semester	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:
- Weekly office hours determined according to the schedule of each faculty member by the department coordinator
- The table of office hours shall be affixed at the door of the faculty member's office
- Continuous follow-up

F. Learning Resources and Facilities
1. Learning Resources

Required Textbooks	Benson, L. A., McGinn, M. M., & Christensen, A. (2012). Common principles of couple therapy. *Behavior Therapy*, *43*(1), 25-35. doi:10.1016/j.beth.2010.12.009 Altmaier, E. and Hansen, J., 2012. The Oxford Handbook Of Counseling Psychology. Oxford: Oxford University Press. Brown, S. D., & Lent, R. W. (Eds.). (2008). Handbook of counseling psychology (4th ed.). John Wiley & Sons, Inc.
Essential Reference Materials	Aldridge, S. and Rigby, S., 2001. Counselling Skills In Context. London: Hodder & Stoughton in association with the British Association for Counselling and Psychotherapy. McLeod, J. and McLeod, J., 2011. Counselling Skills. Maidenhead: Open University Press. Nelson-Jones, R., 2002. Essential Counselling And Therapy Skills. London: SAGE.
Electronic Materials	- www. Eric.com
Other Learning Materials	

2. Educational and research Facilities and Equipment Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	-A fully equipped teaching room for more than 10 students -Provide suitable rooms for team work

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	Data Show Device
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	-

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students-Program coordinators	Direct through students' evaluation of the course
Students evaluation	Students-Program coordinators	Direct through student survey Indirect by analyzing students' results
Learning Outcomes	Program coordinators - experts	Direct through the student achievement file Indirect through tests
Learning Resources	The Academic Development Committee in the department	Direct through the student achievement file- course file

Evaluation Areas/Issues (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	