

## DSLE 503-130 Marriage, Family, & Interpersonal Relationships

Spring 2024

*Jasmine Fraser, PhD*

### CLASS & CONTACT INFORMATION

<b>Class Location:</b>	Oklahoma
<b>Class meeting times:</b>	March 3-7, 2024 <i>March 3 (1:30-5:30 p.m.)</i> <i>March 4-7 (8:30 a.m. – 12:00 p.m., 1:00 – 5:00 p.m.)</i>
<b>Course Website:</b>	learninghub.andrews.edu
<b>Instructor Telephone:</b>	269-471-6063
<b>Instructor Email:</b>	fraserj@andrews.edu
<b>Office location:</b>	Seminary N215
<b>Office hours:</b>	Mon 2:00 – 5:00 p.m.; Wed 11:00 a.m. – 1:30 p.m. (In-person and Zoom)
<b>Synopsis:</b>	This course covers the full range of issues related to marriage and family through a Christian lens.

### BULLETIN DESCRIPTION OF COURSE

Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ's example as they interact with persons from all segments of society. This course meets the criteria for the National Council on Family Relations Content Area 4.

### INCOMPLETEES

**I—Incomplete.** An Incomplete (I) can be assigned only if the following stipulations are met (*Note: Students will be charged an incomplete fee for each incomplete grade issued*):

- when the major portion of the work for the course has been completed
- student's work is incomplete because of illness or unavoidable circumstances
- incompletes cannot be assigned because of negligence or inferior performance.

### ACADEMIC INTEGRITY STATEMENT

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. **A copy of the Academic Integrity Statement is to be completed, dated, signed and submitted to the professor through the space provided on the Learning Hub.** See the Learning Hub for a copy of the statement, date of submission, and Submission Dropbox.

### SEMINARY STATEMENT ON ARTIFICIAL INTELLIGENCE (AI)

"Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated."

### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

#### Program Learning Outcomes (PLO)

##### MA in Pastoral Ministry (MAPM) (1, 4, 5, 6)

- 1) Deliver effective biblically-based sermons (1)
- 2) Exhibit capability for training church members for evangelism (4)
- 3) Demonstrate an understanding of how to empower church members for leadership (5)
- 4) Exhibit capability for reaching specific social groups (6)

(The full set of program learning outcomes for your degree program is listed in Appendix 3.)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

#### Course Learning Outcomes (CLO): By the end of this course, the student should be able to:

1. Articulate a Christian view of marriage and family dynamics through an exploration of Biblical principles and supporting research from the professional community.
2. Model transparency and vulnerability about one's own family history by sharing their personal story in writing and with one other person, thereby initiating a process of personal and familial healing.
3. Identify generational patterns in their families of origin (physical, emotional, relational, behavioral) and make their best efforts to address any observed irregularities or dysfunctions while affirming and strengthening their healthy ways of relating to others.
4. Evaluate their interpersonal skills and make their best efforts to address skill deficiencies and to enhance skill proficiencies.
5. Conduct pre-marital preparation for couples, addressing the sensitive issues that typically arise as people prepare for marriage and as they make adjustments in the early years of marriage.
6. Develop competence in the areas of singleness, addiction, divorce, and domestic violence so that they will be able to address these challenges effectively in pastoral ministry.

**NAD Student Learning Outcomes:**

1. Articulates a biblical theology of family and the implications of family systems theory for personal and congregational life.
2. Demonstrates growing ability to experience and share God’s unconditional love.
3. Demonstrates growing understanding of personal sinfulness, as well as ability to give and receive forgiveness.
4. Articulates best practices for learning adaptability to change in spiritual, church and social life.
5. Articulates best practices of hospitality for pastoral ministry.
6. Articulates best practices for effective communication and demonstrates growing ability to listen empathetically and communicate sensitively.
7. Demonstrates personal growth in the character traits of humility, honesty and trustworthiness

**COURSE OVERVIEW**

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
Day 1	Course Introduction, Syllabus Review Getting to know each other ACEs, Understanding families across a lifespan The Cycle of Dysfunction and Sin Breaking the Cycle of Dysfunction Biblical Foundation for Marriage and Family The Trajectory of Marriage	Introductions Spiritual Companion assignment (Introductions, Share your personal narrative)  Read Sedlacek: Introduction-Chapter 3 Read Balswick Chapters 1-2	CLO 2, 3, 4 NAD SLO 1, 2, 3, 4, 5 MAPMIN 5, 6
Day 2	Erosion of the Biblical Foundation of Family Understanding Core Longings Emotional Healing Mate Selection Pre-Marital Counseling	<b>Assignment II (Difficult Person Assignment) Consolidated Report Due March 11</b>  Table Talk: In-class group work (See p. 7) Read Balswick Chapters 3-5  Read Sedlacek Chapters 4-6 Share Trauma Egg with Spiritual Companion	CLO 1, 2, 4, 6 NAD SLO 1, 2, 3, 4, 6, 7 MAPMIN 1, 4, 5, 6

Date	Topic	Assignment Due	CLOs Addressed
Day 3	Singleness Understanding and Dealing with Blended Families Divorce Christian Sexuality Parenting	Balswick Chapters 6-12 <b>Assignment III (Genogram Assignment) Due March 28</b> Read Sedlacek Chapters 7-8	CLO 1, 2, 3, 4, 5, 6 MAPMM 1, 4, 5, 6 NAD SLO 1, 3
Day 4	Communication, Forgiveness Conflict Resolution: Best Practices Codependency and Boundaries Addiction Adventist Recovery Ministry	Read Balswick Chapters 13-17 Sedlacek Chapters 9-11	CLO 1, 2, 3, 4, 6 MAPMN 1, 4, 5, 6 NAD 1, 4, 6, 7
Day 5	Recapping/Synthesizing 12-Minute Presentations 12-Minute Presentations 12-Minute Presentations	Read Balswick Chapters 18, 19 <b>Assignment I (12-Minute PPT Presentations).</b> <b>Assignment IV (Critical Book Review) Due April</b> Balswick Chapter 6-10, 17 Sedlacek 9-11 <b>Assignment V (Course Experience) Due April 29</b>	MAPMN 1, 4, 5, 6 CLO 1-6 NAD 1, 4, 5, 6, 7
	12-Minute Presentations	<b>HONOR STATEMENT FOR ASSIGNMENT 6 AND ALL OTHER ASSIGNMENTS ARE DUE April 30 (Please note incomplete policy).</b>	

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

## COURSE MATERIALS

### *Required Course Materials*

1. Balswick, J. O. & Balswick, J. K. & Fredrick, T. V. (2021). *The Family*, (5<sup>th</sup> Ed.). Grand Rapids, MI: Baker Academic.
2. Sedlacek, D. & B. (2018). *Cleansing the Sanctuary of the Heart: Tools for Emotional Healing* (3<sup>rd</sup> Ed.). San Diego, CA: Readers Magnet.

**Recommended Course Materials**

1. Bolton, R. (1979). *People Skills*. New, York NY: Simon & Schuster.
2. Sedlacek, B. & D. (2019). *Cleansing the Sanctuary of the Heart: Tools for Emotional Healing Workbook* (3<sup>rd</sup> Ed.). Buchanan, MI: Resting Heart Publishers.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore). See Appendix 4 for a complete list of recommended books and resources.

**MORE ABOUT THE COURSE**

*In your personal lives, relationship and ministries, you will need to know how to have and promote healthy relationships. One of Satan’s main attacks has been on marriage and the family. You will need to address your own issues before you will be able to effectively minister to others. The teaching style in this course will be interactive dialogue as well as presentation. The professor does not pretend to have all of the answers, but rather by seeking God together, we learn and grow together, sharing our experiences, strength and hope in Jesus.*

**TIME EXPECTATIONS FOR THE COURSE**

**US Credit-Hour Regulations**

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters’ (e.g. MA [Discipleship in Lifespan Education]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters’ Programs		Academic Masters’ Doctoral Programs	
		2 Credits	3 Credits	2 Credits	3 Credits
	<b>Direct Instructional Time</b>	30 hrs	45 hrs	30 hrs	45 hrs

<b>Instructor Contact Hours</b>	<b>Other Instructor-Directed Activities</b>	60 hrs	90 hrs	90 hrs	90 hrs
<b>Independent Learning Activities</b>	<b>Difficult Person Assignment</b>	3 hrs	3 hrs	3 hrs	3 hrs
	<b>Genogram Assignment</b>	17 hrs	17 hrs	17 hrs	17 hrs
	<b>Textbook Reading Assignment</b>	35 hrs	55 hrs	55 hrs	55 hrs
	<b>Course Experience Assignment</b>	5 hrs	5 hrs	5 hrs	5 hrs
	<b>Research Paper</b>	0 hrs	20 hrs	20 hrs	20 hrs
<b>Total Hours:</b>		90 hrs	135 hrs	135 hrs	135 hrs

**GUIDELINES FOR COURSE ASSIGNMENTS**

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

<b>Assignment Description</b>	<b>Weighting</b>
<p><b>ASSIGNMENT 0: SPIRITUAL COMPANION/MENTOR</b></p> <p>Select a person from the class as a spiritual companion for the semester. You and your spiritual companion are expected to meet regularly (at least weekly) throughout the semester. During your time together, you can fellowship with one another (and families) to develop a trusting relationship. As you feel comfortable, share your story with your spiritual companion. You may find that you will disclose more as you become more comfortable in the relationship. Share your real challenges throughout the semester. Pray for one another. Also, share your drawings of your trauma egg, self-defeating worksheets, and reflections on what you are learning through the textbooks and other readings. Report on your experience with your spiritual companion in Part E of Assignment IV.</p>	0 points
<p><b>ASSIGNMENT IA &amp; IB: DAILY (DAILY) CLASS PARTICIPATION, DISCUSSION FORUM, AND PRESENTATIONS</b></p> <p>Class participation (general and specific) is required and vital due to the intense and interactive nature of this course.</p> <p>i. <b>12-minute Class Presentation and Discussion</b> (Collaborate with Spiritual Companion): Choose a topic (a list of topics will be provided for you to choose from).</p>	<p>120 points (general class participation-IA)</p> <p>100 points (12- mins PPT presentation-IB)</p>

<p>ii. Give a brief presentation on the topic relating to marriage and family (<i>see list of topics provided by the professor</i>) and lead out in a question-and-answer time during a scheduled class period. <b>Discussion should be geared towards:</b></p> <ul style="list-style-type: none"> <li>a. creating greater awareness of marriage and family dynamics or challenges, and</li> <li>b. suggestions for possible best practices on how to deal with or resolve the issues.</li> </ul> <p>iii. Upload a copy of your PPT presentation on the Learning Hub (<i>Each person is required to upload a copy of the presentation</i>).</p>	<p>(Presentations on Day 5)</p>
<p><b>ASSIGNMENT II: DIFFICULT PERSON</b></p> <p><b>Round Table Discussions:</b> Each person will have 15-20 minutes to share about a difficult person or group (Classmates may respond with wisdom, empathy, and prayer).</p> <ul style="list-style-type: none"> <li>• Group will compile <b>ONE</b> report of the discussions within each group.</li> <li>• Pay attention to commonalities and differences between each person’s situation, and compare them with Jesus experience with difficult individuals.</li> <li>• Use the guidelines below to guide you as you share and discuss the issues presented by each person.</li> </ul> <p>Identify and describe one individual or group of individuals whom you avoid, with whom you do not usually choose to associate, or against whom you feel dislike or prejudice. Reflect on the reasons, beliefs, and attitudes that underlie these feelings. <i>Examples of individuals may include bossy people, flirtatious people, shy people, nose-y people, rude people, etc. Examples of groups of people include people from particular ethnic, cultural, religious or political groups.</i></p> <p>Example: Person/Group</p> <p>One group of people that I find irritating is the foreign family who lives in the apartment next to mine. They are from a culture that is loud and noisy. They stay up late talking and laughing with friends, as well as playing music or watching TV, until late at night. They just seem to be thoughtless and inconsiderate, completely oblivious to the fact that their neighbors might be trying to study or sleep. And they’re always cooking food that smells awful, even late at night, and the smell seems to somehow come through the walls, straight into my apartment. I wish that they were more considerate, and not so clueless about the way their actions impact others.</p> <p><i>Reasons for selecting this person/group</i></p> <p>As I’ve reflected on the way I feel about these people, I recognize that I’m pretty bigoted. And though I hate to admit it, I realize that some of this is prejudice that I was not aware of. I think some of this might be related to the way I grew up . . . etc.</p>	<p>150 points</p>

Parts B and C. Discuss how Jesus interacted with the type of individual or group that you find difficult, by outlining the following:

- Identify the principle of interpersonal interaction exemplified in the life of Christ in one succinct statement, i.e., ten or fewer words.
- Describe this principle in one or two sentences.
- Refer to several scriptural passages that illustrate how this principle was exemplified in Jesus' interactions with people

Example:

*Principle*

Jesus had no prejudice toward people

*Description of principle*

Jesus associated with all classes and types of people and treated them all with compassion and respect.

*One Scriptural example*

John 4:7 ff. Jesus spoke to the woman of Samaria whose life was characterized by sexual promiscuity, and who was from a people who were hated by the Jews.

Part D. Develop a specific detailed plan and strategy that you intend to use to develop a relationship with the individual or group of people that you identified as difficult for you. This section is not a report of what you have done, but a description of what you intend to do.

Example:

I recognize that I need to become more aware of my prejudices and that I need to change the way I relate to people who are different from me. During this semester I will try to befriend my noisy, foreign neighbors. I want to see things from the perspective of those from a culture that is noisy and exuberant, and whose food smells so different. This means I'll have to work on getting to know them, and asking them to introduce me to their customs, activities and friends. I'll also ask them if they go to an ethnic church, and will attend at least once with them. I think this might help me to understand other cultures and ethnicities better. I will also keep a record of incidents when I treat people less well just because they are different from me, and I'll reflect on these incidents and write down better ways of treating them. I'll also keep a record of what works well, and the ways in which people respond. I'll reflect on my experiences in light of what I know about the way Christ exemplified a lack of prejudice. I will discuss what I discover with my peer-mentor, in order to gain additional insights about my progress. I'll keep a careful record of all my learning so I can give a good report at the end of the semester.

Make diligent efforts to implement your plan by the end of the semester. Do not report on the implementation of your plan in this assignment. You will report on it at the end of the semester in Assignment IV, Part A.



<p><b>ASSIGNMENT III: GENOGRAM</b></p> <p>A. i. Write a <b>brief</b> history of your childhood, adolescence, young adulthood, and adulthood up to the present.</p> <p>ii. Specify hurts and wounds that you have experienced. How were you hurt, and by whom? How did you respond to that hurt?</p> <p><b>Example:</b></p> <p>Hurt: My parents' divorce</p> <p>How: I felt that my family was not complete. I missed a male role model.</p> <p>By Whom: I blamed my mother for a long time, but realize that my father also bears responsibility.</p> <p>My response: I misbehaved in school.</p> <p>B. <b>Prepare a Genogram</b> (diagram) in a format that illustrates patterns of interpersonal interaction across at least three generations of your family not including your children. Using symbols, on the Genogram itself identify the strength of relationship, broken relationships, death, etc. Also, indicate generational patterns (physical, e.g. heart disease or cancer; emotional, e.g. depression; relational, e.g. infidelity; or addictive, e.g. drugs, pornography, gambling) using symbols. You can use symbols that you find on a Genogram program you are using or use the symbols in the Genogram symbols file that is in Learning Hub. The Genogram must include a legend explaining the symbols you have used. Some students find a Genogram program helpful. Others draw the Genogram on a paper or poster board.</p> <p>C. Provide descriptions of five persons on your Genogram that have had, or continue to have considerable influence in your life. The 1-2 page descriptions of each person should include a brief history that provides a context for each person's life and that shows influences and forces that shaped the person.</p> <p>D. Write a description of noteworthy personality characteristics of each of the five persons you wrote about above, and discuss how these characteristics compare and contrast with your personality, including a discussion of how your personality may be similar to or different from what you think each person's personality might be.</p> <p>E. Using specific terminology from the Family Systems Terminology handout on Learning Hub, describe the dynamics of your family of</p>	<p>300 points</p>

<p>origin. Those who are married may also want to reflect on dynamics of your current family as well.</p> <p><b>In case you are triggered:</b> For some students, revisiting painful life experiences can be difficult and trigger old feelings of trauma, shame, and anxiety. This would be an indication that counseling may be helpful. You can contact the seminary counselor, Dr. Roy Gaton, the University CTC (269-471-3470), or other facility available through your conference. In cases of severe traumatic triggering, an alternative assignment can be discussed with the professor.</p>	
<p><b><u>ASSIGNMENT IV: CRITICAL BOOK REVIEW</u></b>  <i>(Indicate the percentage of the textbooks you have read for this course, and submit review on the Learning Hub. See the example below for guide in completing this assignment).</i>  <b>Important:</b> While providing persuasive evidence that you have indeed read the books write critical reviews of the textbooks following the guidelines below.</p> <p><b>Critical Book Review Guidelines</b>  A critical book review requires reading, identifying your personal reaction, and cogently articulating support of your reaction.</p> <p><b>Reading in order to Critique</b></p> <ol style="list-style-type: none"> <li>1. Read the entire book—identify the author’s main points.</li> <li>2. Summarize the entire book in your own words (one paragraph).</li> <li>3. Evaluate the credibility of the author and reliability of his/her sources—is the author credible? Are the sources authentic/accurate, to your knowledge?</li> <li>4. After you complete the first reading of the book, scan it and address areas such as bias, opposing arguments presented, the ratio of facts to opinions. Are you convinced or unconvinced of the author’s main thesis? Why? Are opposing arguments addressed completely? Do you agree or disagree? Why? Why not? How does this fit/not fit with your philosophical perspective? Will you incorporate the information you read into your life and ministry or will you reject it? Why? (You may agree with some points and disagree with others). And so on.</li> <li>5. Now that you have thoroughly read and analyzed the work, you are ready to plan how you will WRITE about it. The key to identifying what you want to say about the book is an effective <b>thesis statement</b>.</li> </ol> <p><b>Thesis Statement</b>  The thesis statement is the main idea of your critique and should be contained in one to three (maximum) concise sentences. This thesis statement defines <b>your point of view</b> about the ideas, theme(s), or meaning(s) of the arguments presented by the author of the book. Your thesis statement will not be the same as the original author’s thesis statement. For example, say that the original author’s thesis statement is “the moon is made of cheese.” Your own thesis might be “the author’s assertion that the moon is made of cheese is ill-</p>	<p>200 points</p>

<p>founded and is not supported by adequate evidence.” <b>PLEASE HIGHLIGHT YOUR THESIS STATEMENT IN YELLOW!</b> Your subsequent paragraphs should all relate directly to this thesis statement and support your point of view by giving examples from the text.</p> <p><b>Sections of the book review</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Introduce the book—state the author, title, and reason for writing. Introduce the one-paragraph summary created at the end of your reading, and, finally, lead into the thesis sentence.</li> <li>2. <b>Body:</b> Three to five points should adequately support your thesis statement. These may include questions you asked yourself as you read and answers you arrived upon, the author’s credentials/credibility or lack thereof, the audience, bias, logic of argument, integration of ideas, and so on. You may cite directly, summarize, or paraphrase selected texts from the book to support your point/argument. B) Include ideas and references from the book about how you can apply this content to your personal life and ministry.</li> </ol> <p><b>Conclusion: Summarize the main points, restate the thesis statement in fresh words, and address the author’s success/failure at addressing the intended audience/reader. Note the significance of the work to the intended audience/reader, particularly to your own life and ministry. Keep the summary short and succinct. Focus more on your analysis of the books.</b></p>	
<p><b>ASSIGNMENT V: COURSE LEARNING EXPERIENCE</b></p> <ol style="list-style-type: none"> <li>1. Prepare and submit a PowerPoint (PPT) presentation detailing your learning experience,</li> <li>2. Submit along with PPT a 3–5-minute video or audio recording explaining your experience.</li> </ol> <p><b>Your learning experience should include the following:</b></p> <ol style="list-style-type: none"> <li>a. Takeaways from lectures, discussions, and Media assignments.</li> <li>b. Highlights from textbooks reading. Include specific quotations that were impactful. Share your understanding of the biblical principles (<b>covenant, integrity, grace, empowerment, and intimacy</b>) and how you have, or can integrate them in your interpersonal interactions.</li> <li>c. Experience through the Genogram assignment.</li> <li>d. Experience through engagement with Spiritual Companion or in other group activities.</li> </ol>	<p>100 points</p>

<p><b>ASSIGNMENT VI: RESOURCES: MARRIAGE &amp; FAMILY</b></p> <p>Go to Adventist Learning Community (<a href="https://www.adventistlearningcommunity.com/resources">https://www.adventistlearningcommunity.com/resources</a>), and watch 12 hours of Family Life Ministry content on the following subjects: addiction, divorce, domestic violence (2 hours each), and other family life ministry topics of your choosing. Submit a signed honor statement to the professor that you have watched these programs, each of which is typically 30 minutes.</p>	<p>100 points</p>

\* For grading rubrics that specify grading criteria in more detail, see Appendix 2.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

**Submission of Assignments**

Assignments are to be turned in on Learning Hub **by 11:59 on the dates they are due** unless otherwise announced by the professor.

**Late Submission**

Because student assignments are an essential part of class activities, **assignments turned in after the time they are due will be worth a maximum of 50% of possible points.** Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

**Resubmission of Assignments**

In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. **Resubmissions will be worth up to 80% of the original total possible score.**

## ABOUT YOUR INSTRUCTOR

### Jasmine Fraser

#### Education

- 2018 Andrews University, Berrien Springs, MI,  
Doctor of Philosophy – Religious Education (Emphasis:  
Family Life Education)
- 2009 Andrews University, Berrien Springs, MI  
Master of Arts – Communication
- 1991 Northern Caribbean University, Manchester, JA  
Bachelor of Science in Business Administration



#### Experience

- Current Assistant Professor of Discipleship in Lifespan Education, and Director, PhD (Discipleship in Lifespan Education) Program, Department of Discipleship and Lifespan Education of the Seventh-day Adventist Theological Seminary, Andrews University,
- Feb – Sept 2019 Administrative Assignments, Master of Arts (Religion) Extension Schools International, Seventh-day Adventist Theological Seminary, Andrews University
- 2010-2018 Adjunct Instructor/Teacher Assistant, College of Arts and Science, and Seventh-day Adventist Theological Seminary, Andrews University
- 2010-2017 Administrative Assignments, Christian Leadership Center, Andrews University, Berrien Springs, MI
- 2003-2007 Administrative Assignments, Sabbath School and Personal Ministries, Central Jamaica Conference, St. Catherine, JA

#### Professional Affiliations

- National Council on Family Relations (NCFR).
- Adventist Association of Family Life Professionals (AAFLP).
- Adventist Theological Society (ATS).
- Religious Education Association (REA).
- Society of Professors of Christian Education (SPCE).
- Society of Biblical Literature (SBL).
- Evangelical Theological Society (ETS).
- Society of Adventist Communicators (SAC)

## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

## **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

## **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

## **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).***

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

- A = 96-100   A- = 91-95   B+ = 87-90   B = 81-86   B- = 76-80   C+ = 71-75   C = 66-70  
C- = 61-65   F = 60% or less

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and

independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

**THE C GRADE**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

**THE D GRADE**

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one’s concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

**THE F GRADE**

A failing grade is given when very limited or no demonstrable competency has been observed.

**Grading Rubric for Assignment II: GENOGRAM ASSIGNMENT**

<b>APPENDIX 2: ASSIGNMENT RUBRIC(S)</b>				
<b>Elements</b>	<b>Exceptional</b>	<b>Proficient</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Story of childhood, adolescence, young adulthood, and adulthood.</b> <b>SLO 2</b> (Maximum 80 pts)	All four elements are clear and succinct.	All four elements are present and are mostly clear and succinct	Statements are wordy and vague or elements are missing with no explanation.	No history is given or story appears to be not a reflection of reality.
<b>Hurts and wounds specified. How student was hurt, and source of hurt.</b> <b>Response to hurt.</b> <b>SLO 2</b> (Maximum 40 pts)	Clear description of hurts and wounds. Clear description nature and source of hurt. Honest description of response to hurt.	Hurts and wounds described but student appears to be disconnected from them. Description of hurts mostly clear. Response is adequate	Vague description of hurts and wounds. Description of nature and source of hurt unclear. Some insight into personal response to hurt.	Little or no description of hurts and wounds. Little or no description of nature or source of hurt. Little or no insight shown.
<b>Three Generational Genogram</b> (Maximum 60 points)  <b>(SLO 4)</b>	Approved symbols are used and conventions are properly followed Detailed information about individuals is provided Superior layout	Symbols are mostly used properly and conventions are followed Some information about individuals provided	Symbols are used fairly well and conventions are mostly followed Minimal information about individuals provided	Symbols misplaced or not properly used and conventions not followed properly Needed information about individuals is largely lacking



		Acceptable layout	Some layout problems	Very poorly laid out
<b>History and context of five individuals on your genogram</b> (Maximum 60 points)	Superior personal histories of all five individuals are provided  Social context is clearly described for each person	Good quality personal histories of all five individuals are provided  Social context is well described for each person	Medium quality personal histories are provided  Ordinary quality descriptions of the social context of individuals	Too few personal histories, poorly presented and lacking in detail  Social context not described or poorly presented
<b>Noteworthy personality characteristics compared and contrasted</b> (Maximum 30 points)	Superior quality descriptions of characteristics  Similarities and differences are clearly identified	Good quality descriptions of characteristics  Similarities and differences are identified	Medium quality descriptions of characteristics  Some similarities and differences noted	Few descriptions poor quality  Few similarities and differences are noted
<b>Family systems dynamics in family of origin and present family</b> (Maximum 30 points)	Superior descriptions of family of origin dynamics  Superior descriptions of current family dynamics	Good quality descriptions of family of origin dynamics  Good quality descriptions of current family dynamics	Medium-quality descriptions of family of origin dynamics  Average quality descriptions of current family dynamics	Poor-quality descriptions of family of origin dynamics  Poor-quality descriptions of current family dynamics
			Total Points:	/300

**RUBRIC FOR ASSIGNMENT III: DIFFICULT PERSON**

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<b>Describe one individual or group you usually avoid and reasons</b> (Maximum 25 points)	Types of Individual clearly identified and discerningly described  Thoughtful reflection about why persons are avoided	Types of Individual identified and described  Some reflection about why persons are avoided	Individual/type description vague  Non-specific reasons why persons are avoided.	Directions not followed or unrelated material presented  Reflection missing and/or reasons not given
<b>A succinct statement of appropriate principle and description of the principle</b> (Maximum 25 points)	Statement is clear and succinct Principle applies broadly to human relationships  Clear description of principle, which closely corresponds with the principle statement	Statements is wordy and vague Principle generally applies to human relationships  Relatively clear description corresponds with the principle statement relatively well	Statement is unclear Principle is stated as a rule, or applies narrowly to certain situations  Description lacks clarity and linkage between description and the principle statements is weak	Statement is not a principle Statement lacks significance with respect to human relationships No clear linkage between description and the principle statement Description is unclear

<b>Illustration of the principle from Christ's interactions with people.</b> (Maximum 25 points)	Several examples clearly illustrate the principle.  Multiple Scripture references are included for each example	One example illustrates the principle.  More than one Scripture reference is included for each example	Examples are imprecise and only loosely related to the principle  Only one Scripture reference is included for each example	Examples are unrelated to the principle.  Scripture references are missing
<b>Specific, detailed plans and strategies to develop relationships</b> (Maximum 25 points)	Plans are 1. individualized 2. precise 3. realistic and hold promise for success	Plans are individualized realistic	Plans are vague and/or unrealistic	Plans are not outlined or are unworkable

**Grading Rubric for Assignment IV: TEXTBOOK READING ASSIGNMENT**

	<b>Exceptional</b> 46-50	<b>Proficient</b> 40-45	<b>Satisfactory</b> 30-39	<b>Unsatisfactory</b> Below 30	
<b>Comprehension of Contents of Books</b> <b>Maximum 50 pts.</b>	Convincing evidence presented of the student's comprehensive understanding of contents books	Good evidence presented of the student's familiarity with the content of the books	Some evidence presented that selected portions of the books were read	The evidence presented indicates that few pages of the books were read	___/50
<b>Critical Review of Books</b> <b>PLO# 3</b> <b>Maximum 50 pts.</b>	Thesis statement, questions, logic of argument and overall critique of books is convincing	Thesis statement, questions, logic of argument and overall critique of books is good	Thesis statement, questions, logic of argument and overall critique of books is adequate	Thesis statement, questions, logic of argument and overall critique of books is poor	___/50
<b>Application to Student's Life and Ministry</b> <b>POL# 2</b> <b>Maximum 50 pts.</b>	Excellent evidence presented of skill development and the application of many concepts to the student's life and ministry	Good evidence presented of skill development and the application of many concepts to the student's life and ministry	Some evidence of skill development and the application of some concepts to the student's life and ministry	The evidence presented indicates that skill development was limited and few, if any, of the concepts were applied to the student's life and ministry	___/50
<b>Total Grade:</b>					___/150
<b>Book Review of Bolton for 3 credit students</b>	50 points				___/200

### Grading Rubric for Assignment IV: COURSE EXPERIENCE

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<b>Takeaway from classroom lectures and discussions (SLO 3)</b> (Maximum 20 points)	Compelling evidence presented that documents diligent attempts to develop one relationship	Evidence presented that documents attempts to develop one relationship	Satisfactory description of attempts to develop relationship	Evidence not presented and/or evidence is unconvincing
<b>Understanding of &amp; Attempts to integrate biblical principles into relationships with others (SLO 1)</b> (Maximum 20 points)	Superior efforts to integrate 4 principles into praxis  Superior efforts to develop new relationships	Good efforts to integrate principles into praxis. Four principles discussed.  Good efforts to develop new relationships	Modest efforts to integrate principles into praxis. Three principles discussed.  Modest efforts to develop new relationships	Insufficient effort given to integrating principles into praxis. Two or less principles discussed.  Insufficient effort given to developing new relationships
<b>Inclusion/Discussion of Jesus' suffering like student's and Jesus ministry to student</b> (Maximum 20 points)	In depth and detailed discussion of Jesus' suffering like student's and Jesus ministry to student. Specific examples given	Good discussion of Jesus' suffering similar to those of the student. More general examples given	Some discussion of Jesus' suffering given with few examples of how this relates to the student's life	Superficial, nonspecific discussion of Jesus' suffering with no examples given of how it relates to the student
<b>Genogram Reflection (SLO 7)</b> (Maximum 20 points)	Convincing evidence presented of the student's learning from Genogram assignment	Good evidence provided of the student's learning from Genogram assignment	Some evidence provided of the student's learning from Genogram assignment	Insufficient evidence that the student engaged with the Genogram Assignment
<b>Experience with Spiritual Companion and other group engagements (SLO 5)</b> (Maximum 20 points)	Convincing evidence of superior student engagement with spiritual companion  Student clearly identified what was helpful or challenging	Good evidence of superior student engagement with spiritual companion  Good discussion of what was helpful or challenging	Some evidence of the student's engagement with spiritual companion  Some discussion of what was helpful or challenging	Insufficient engagement with spiritual companion  No discussion of what was helpful or challenging

### ASSIGNMENT V: Research Paper (For 3 Credit Students only)

Students taking the class for 3 credits will also complete a 15 page research paper on a topic of your choice related to marriage, family and interpersonal relationships. This paper must be written using the Andrews University writing guidelines. The student should consult with the professor when choosing a topic for this paper.

## APPENDIX 3: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

#### MA in Pastoral Ministry (MAPM)

- 5) Deliver effective biblically-based sermons
- 6) Demonstrate proper biblical interpretation skills
- 7) Understand the historical-theological development of the Seventh-day Adventist Church
- 8) Exhibit capability for training church members for evangelism
- 9) Demonstrate an understanding of how to empower church members for leadership
- 10) Exhibit capability for reaching specific social groups

#### 2. MA (Discipleship in Lifespan Education)

- 1) Demonstrate competence at an advanced level in critical thinking, training and education, teamwork and engaging diverse perspectives related to discipleship across the lifespan.
- 2) Achieve a comprehensive and critically-aware knowledge of methods of discipleship and practices with appropriate specializations in youth and young adult ministry, family life education, campus chaplaincy, religious education and bible teaching.
- 3) Critique from a Seventh-day Adventist perspective key ideas, techniques or methods in the field of discipleship in lifespan education.

- 4) Be prepared to train leaders at all levels of the church in diverse settings and communities using advanced skills and knowledge of discipleship across the lifespan in a manner consistent with both professional and Seventh-day Adventist Christian thought and practice.

## APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

### Bibliography:

1. Bethel, T. M. (2017). *Before We Say, I Do... A Marriage Preparation Guide: Bible Based Pre-Marital Counseling*. Books by Bethel.
2. Cloud, H. (2023). *Trust: Knowing when to give it, when to withhold it, how to earn it, and how to fix it when it gets broken*. New York, NY: Worthy Publishing.
3. Deal, R.L. (2014). *The Smart Stepfamily: 7 Steps to a Healthy Family*. Grand Rapids, MI: Bethany House.
4. Köstenberger, A. J. & Jones, D.W. (2010). *God, Marriage, and Family (2<sup>nd</sup> Ed)*. Wheaton, IL: Good News Publishers.
5. McGoldrick, M., Gerson, R., Shellenberger, S. & Petry, S. (2008). *Genograms Assessment and Intervention (3<sup>rd</sup> Ed)*. New York, NY: W.W. Norton & Company.
6. Darling, C. A. and Cassidy, D. (2014). *Family Life Education: Working with Families Across the Lifespan (3<sup>rd</sup> Ed)*, Long Grove, IL: Waveland Press.
7. Stoop, D. & Masteller, J. (2011). *Forgiving Our Parents, Forgiving Ourselves: Healing Adult Children of Dysfunctional Families (2<sup>nd</sup> Ed)*, Ann Arbor: Servant Publications.
8. Stahmann, R. F. & Hiebert, W. J. (1997). *Premarital and Remarital Counseling*. San Francisco, CA: Jossey-Bass.
9. Tibbits, D. & Halliday, S. (2016). *Forgive to Live (10<sup>th</sup> Anniversary Edition)*. Orlando, FL: Florida Hospital Publishing.
10. Yerkovich, M., Yerkovich, K. (2017). *How we love: Discover your love style, enhance your marriage*. Colorado Springs, CO: Waterbrook.

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