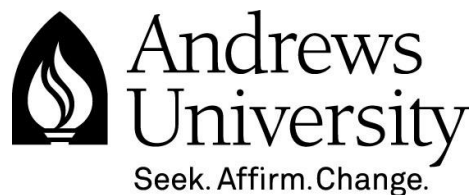


SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Family Ministry Concentration, 2014
Year Three
DSRE 748

**FAMILY DYNAMICS AND
SEXUALITY**
2016

Curtis A. Fox, Ph.D.



Andrews University

DSRE 748

FAMILY DYNAMICS & SEXUALITY

FAMILY MINISTRY CONCENTRATION • 2014 COHORT

GENERAL MODULE INFORMATION

Module acronym: DSRE 748
Module name: Family Dynamics & Sexuality
Intensive location: SDATS, Berrien Springs, Michigan
Intensive Dates: Sunday evening, July 17 to Noon, Thursday, July 28, 2016
Sundays: 7-9:00 pm and Mon-Fri: 8:00 am – Noon; 1:30 – 5:30 pm
Credits: 5

INSTRUCTOR CONTACT

Lead Professor: Curtis A. Fox, PhD
Phone Contact: (909) 238-9139
Email: curtisf@andrews.edu

BULLETIN MODULE DESCRIPTION

Family Dynamics and Sexuality addresses ministry to families based on an understanding of family systems, the family life cycle, human relationship processes, and human sexuality.

DMin Project registers project credits; no additional class is involved.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

Required Textbooks:

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

DOCTOR OF MINISTRY PROGRAM OUTCOMES

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

STUDENT LEARNING OUTCOMES • FAMILY MINISTRY

The Doctor of Ministry Family Ministry Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will:

1. Exhibit growth toward personal and family health and wholeness.
2. Be aware of their personal and professional strengths and limitations.
3. Realize the impact that self-awareness and self-understanding have on ministry.
4. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will:

1. Acquire knowledge of current issues and empirical findings related to the field of family life and sex education in the context of family ministry.
2. Learn basic research skills pertinent to their practice in the area of family dynamics and sexuality within the context of church and community.
3. Gain knowledge of the professional field including internal family dynamics and human sexuality as applied to the experience and practice of ministry.
4. Be familiar with current literature on family dynamics and human sexuality and relevant empirical constructs for family ministry interventions.

Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

Doing

The graduate will:

1. Develop and deploy a relevant, field-based project intentionally addressing family ministry in the local context.
2. Develop a professional portfolio including a ministry development plan, journaling, and relevant learning and ministry artifacts on family dynamics and sexuality.
3. Be able to identify, access, and network with support resources for families in their community.
4. Be able to tap the rich resources of family ministry for sermons, seminars, church programming, evangelistic events, and pastoral counseling in family dynamics and sexuality.

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

THE COHORT

This module is open to members of this cohort who take the sequence of modules and the project seminar together. Cohort members will meet in work groups between intensives and pursue projects that advance their competencies. On completion, they will have concluded a Family Ministry Concentration in their DMin program.

Participants in the Family Ministry Concentration, 2014 cohort take the following modules and the project seminar in the following sequence:

DSRE 747 Ministry to Families in Context (4 cr) July, 2014
GSEM 790 DMin Project Seminar (4 cr) July, 2014
GSEM 706 Spiritual & Theological Foundations for Ministry (8 cr) April, 2015
DSRE 748 Family Dynamics and Sexuality (5 cr) July, 2016
GSEM 796 DMin Project (3 cr) Summer, 2016
DSRE 749 Family as a Center for Discipleship (5 cr) July, 2017
GSEM 796 DMin Project (3 cr) Summer, 2017

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. PRE-INTENSIVE

Three writing assignments are due the first day of the teaching intensive (Sunday evening, July 17, 2016). These assignments involve three (1, 3, and 4) of the required four textbooks (see p. 3 of this Course Syllabus). These assignments are specified below:

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

- A. [REDACTED]. **Compile 7 journals for the first seven (7) chapters with each journal totaling about three (3) pages of reflection.** Students will document new learning, points of agreement or disagreement, and how information can be integrated into personal and professional setting for growth and development. **Also indicate that you have read the textbook.**
- B. [REDACTED]. **Prepare a 4-5-page journal reflection on the book** showing how the reading and reflection influences your commitment to authenticity in human sexuality as a pastor or ministries director. Students will end their papers with a deep personal application and integration of material. **Also indicate that you have read the textbook.**
- C. [REDACTED]. **Prepare a 5-6-page reflective journal** that discusses how you can grow in self-differentiation as a family man or woman and as a professional in the church context who has to interact with other families in the church and with the church as a family. **Also indicate that you have read the textbook.**

The journal write-ups are formal or informal reflection of your thoughts, feelings, and reactions as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity with a demonstration of your solid intention to learn and grow as a professional. Unless otherwise stated in the assignments, journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, clarity, and reflection. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book and how the information strikes you.

Books can be purchased in any manner convenient to the participant.

II. THE INTENSIVE

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. Some reading and journaling will be required during the Intensive.
- C. Participation in discussion, group activities, journaling, and compilation of notes are expected.

D. A cohort field experience will be planned for Thursday evening, July 21 through Sabbath, July 23, i.e., participating in all the segments of the **Adventist Conference on Family Research and Practice**.

III. POST-INTENSIVE

A. **Three major writing assignments related to the course Family Dynamics and Sexuality are required post-intensive.** These written reports are expected to be deep reflective reports that integrate material treated for this course. **These 3 specific writing assignments are to be sent to Dr. Curtis Fox by October 1, 2016.** Details are as follows:

1. Student will write an **essay on “My View of Human Sexuality.”** This paper of **at least 5 pages** will be a reflective essay on the various experiences in the lifecycle that have contributed to their present view of sexuality. The paper is not an attempt to state the church’s view of sexuality, but the student’s personal view and how it was shaped over time. This reflection will help to shape authenticity and integration in personal and professional life. Student will also reflect on how she/he intends to grow and maintain a vibrant sexual relationship amidst the challenges of marriage and ministry and how she/he might model the same in the context of ministry.

2. **Read chapters 1, 2, 3, 4, 8, 11 of [REDACTED]. Prepare a summary of at least 4 pages** of the major content and learning from the book.

3. **Complete the human sexuality test** (which will be distributed during the Intensive session on campus). This test helps students to be conversant with the physiology and anatomy of human sexuality. The test will involve the use of the second required textbook, [REDACTED], as well as other relevant material to complete the short answer questions. **Indicate that you have completed the required reading of this textbook [REDACTED].**

B. Review and **update your Ministry Development Plan (MDP) of five to seven pages**, double-spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program. **This revised and updated MDP is to be submitted to Dr. Curtis Fox by November 1, 2016.**

C. Prepare chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project. ***This is the work required in year three that partially integrates your 6 credits of project learning into the program.*** The *Andrews University Standards for Written Work, 12th Edition* (or latest edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style. **Submit Chapter 4 to Dr. Curtis Fox by March 31, 2017.**

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before **September 30, 2016**. The group will review the MDP and its role with materials provided during the intensive. **Submit a statement that the context support group has met to Dr. Curtis Fox by October 1, 2016.**

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group. The grade will be applied to all members of the work group. **Submit this to Dr. Curtis Fox by March 31, 2017.**
2. The first group meeting must occur on or before **October 31, 2016**, and will review the work of each student on their various assignments, as well as work on Chapter Four.
3. The second group meeting must occur on or before **January 31, 2017** and review progress on Chapter Four.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Continue your work with an appropriate field mentor and be involved in at least 5 1-hour sessions, meeting once per month over several months. **Report the 1) name, 2) contact information, and 3) a 1-page journal of session dates and reactions to the sessions to Dr. Curtis Fox by March 31, 2017.**

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan – 3 hours

Reading and journaling (approximately 2700 pages) – 150 hours for the reading and 40 for the journaling = 190 hours

Intensive - 75 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Peer group attendance and journaling - 3 hours

Mentoring – 5 hours

Total 280 hours (**not including the project credits**)

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are 3 outcomes in the area of being, 3 in the area of knowing, and 3 outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
<u>Being</u> 1. Develop self-differentiation within family and church systems. 2. Become aware of self as a sexual being and implications for personal and professional relationships. 3. Experience greater intimacy in marriage.	1. Lectures and discussion during intensive 2. Assigned reading 3. Reflective journaling 4. Revision of the Ministry Development Plan 5 Interaction with context support group 6 Interaction with peer group 7 Interaction with mentor	1. Attendance and participation during intensive 2. Journals of assigned reading 3. Review of Ministry Development Plan 4. Reports of Context Support Group meetings, Peer Group meetings, and meetings with mentor
<u>Knowing</u> 1. Understand family systems principles and relationship dynamics. 2. Develop an integrated view of sexuality from theological, physiological, psychological and sociological perspectives. 3. Learn about sexual ethical issues involved in the practice of family ministry.	1. Assigned reading 2. Reflective journaling 2. Lectures and discussion during intensive 3. Revision of the Ministry Development Plan	1. Journals of assigned readings 2. Attendance, discussion and participation during intensive 3. Review of Ministry Development Plan
<u>Doing</u> 1. Incorporate family systems insights into personal relationships and professional life.	1. Journaling of assigned reading 2. Class discussion 3. Revision of the Ministry Development Plan	1. Review of Ministry Development Plan 2. Reflective journaling from assigned reading 3. 4. Reports of Context Support Group meetings, Peer Group

2. Foster understanding of healthy sexuality in one's own family and in congregational couples/families. 3. Maintain sexually ethical practice in ministry. 4. Have greater pastoral sensitivity in sharing knowledge and programs on family dynamics and sexuality in church context.		meetings, and meetings with mentor
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C. Grade Points

- Reading Journals and Reports – (400 points)
- Journal During Intensive – (50 points)
- Ministry Development Plan – (75 points)
- Chapter Four - Methodology paper – (250 points)
- Context Support Group – (75 points)
- Small Group Meetings – (75 points)
- Report Regarding Mentor – (75 points)
- Total - (1000) points

96 - 100% - A	82 - 84% - B-
93 - 95% - A-	79 - 81% - C+
90 - 92% - B+	75 - 78% - C
85 - 89% - B	72 - 74% - C-

Grades lower than C- receive DN*

D. Assignment Submission

Assignments are to be uploaded to the Andrews University Learning Hub by the assignment submission deadlines that are noted with each assignment.

E. Assignment submission deadlines:

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **Sunday evening, July 17, 2016**. If submitted late, the work will be discounted 10%. Additional assignments are spread throughout the months following the Intensive (see pp. 7-9) and students are encouraged to meet these intermediate deadlines to distribute their work. However, all assignments must be in by **March 31, 2017**. DGs (deferred grades) are provided in the semesters before assignments are due.

All assignments in by March 31, 2017:	(possible A grade)
Late up to 30 days after March 31:	(no more than A-grade)
Late 31 to 60 days after March 31:	(no more than B+ grade)

Late 61 to 90 days after March 31:	(no more than B grade)
Late 91 days or more after March 31:	(DN deferred and not completable*)

F. Student grades will be recorded by **September 1, 2017**.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post-Intensive Paper
(Project Document Chapter 4 - Methodology)

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Profile of the Ministry Context	A concise profile is given of the ministry context that relates specifically to the task of the project.	A concise profile is given of the ministry context that relates to the task of the project.	A profile of the ministry context is given that does not relate specifically to the task of this project.	There is no profile of the ministry context.
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation and the literature review.	An intervention is developed that seems to build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation	No intervention is developed.

			and the literature review.	
Description of the Intervention	A concise description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper Andrews Standards for Written Work.	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.”

AU Bulletin

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.

DISABILITY ACCOMMODATIONS

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible for referral and assistance in arranging such accommodations.

CLASS ATTENDANCE

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.”

AU Bulletin

CLASS ABSENCES

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU Bulletin

EXCUSED ABSENCES

The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.

INSTRUCTOR PROFILE

Curtis Anthony Fox, Ph.D. is the Chair of the Department of Counseling and Family Sciences at Loma Linda University and teaches family studies and other courses. His research interests are in the areas of work and family life for clergy and physician families, adolescent self image, and other areas. He conducts marriage and family seminars on premarriage, marriage enrichment, sexuality, parenting, and related workshops for clergy.

Dr. Fox is a licensed marital and family therapist and a Certified Family Life Educator. He is married to Paula Jacob-Fox and they have 3 children. They enjoy traveling, gardening, and service to others. He is excited about teaching and research and enjoys mentoring students to learn and grow.



6/22/2016