

Pastoral Ministry (Spanish) NAD Concentration
Year Four
DRSE 758

INTERNAL DYNAMICS OF
FAMILIES
2016

Alfonso Valenzuela, D.Min., Ph.D., M.F.T.



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DSRE 758

INTERNAL DYNAMICS OF FAMILIES

PASTORAL MINISTRY (SPANISH) NAD

GENERAL MODULE INFORMATION

Intensive location: Berrien Springs, MI – Andrews University
Intensive Dates: September 5-16, 2016
Credits offered: 5

INSTRUCTOR CONTACT

Instructor: Alfonso Valenzuela, D.Min., Ph.D., M.F.T.
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BULLETIN MODULE DESCRIPTION

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

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:

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 reading assignments.

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

The Doctor of Ministry Pastoral Ministry (Spanish) NAD 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.

The graduate will:

1. Demonstrate personal growth in his/her interpersonal and family relationships.
2. Describe the essential dynamics for the development of a happy family.
3. Practice the knowledge acquired in this class.

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 groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Pastoral Ministry (Spanish) NAD Concentration in their DMin program.

Participants in the Pastoral Ministry (Spanish) NAD Concentration, 2014 Cohort take the following modules and the project seminar in the following sequence:

2014 Pastoral Ministry (Spanish NAD) Cohort Syllabi and schedule for the cohort that begins in 2014: (Follow the linked titles to obtain the syllabi)				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
CHMN747	Christian Leadership (4 cr) - (in English)	Ricardo Norton	Sep 8-16, 2014	Andrews University
GSEM790	DMin Project Seminar (4 cr) Daily schedule for intensive	David Penno	Sep 17-26, 2014	Andrews University
GSEM706	Spiritual & Theological Foundations for Ministry (8 cr) Daily schedule for intensive	Joe Kidder	Sep 7-17, 2015	Andrews University
CHMN778	Church Growth and Discipleship in the Urban Church (5 cr)	Ricardo Norton	Sep 6-16, 2016	Andrews University
GSEM796	DMin Project (3 cr)		Fall 2016	
DSRE758	Internal Dynamics of Families (5 cr)	Alfonso Valenzuela	Sep 5-16, 2016	Andrews University
GSEM796	DMin Project (3 cr)		Fall 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

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the three required pre-session titles. The journal (there will be three - one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article 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. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. 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. Journal reflections are due on the first day of the intensive, September 5, 2016.

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

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. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience (will or may) be planned for Saturday and Sunday.
- E. Tentative Schedule:

September 5

- Getting Acquainted
- Syllabus
- Introduction
- Definition of Family
- Kinship, Marriage and Family
- Seventh-day Adventist Fundamental Belief 22
- Variations in Family Constellations
- The Contemporary Family
- Ellen White and the Family

September 6

- The Importance of Understanding Family Dynamics

- The Genogram
- Purpose and Function of the Family
- Dysfunctional and Healthy Families
- The Circumplex Model of Family Systems
- Family Cohesion
- Theoretical Framework

September 7

- Marriage and Family in Old Testament Times
- Marriage and Family in New Testament Times
- Jesus, Marriage and Divorce
- Paul, Marriage and the Family

- Genesis 2:24 – The Law of Marriage
- Principles of Human Sexuality

September 8

- Rome, Marriage and Family
- Marriage and Family in the Early Church
- Marriage and Family in the Middle Ages
- Marriage and Family in the Reformation
- Domestic Violence
- The Cycle of Violence

September 9

- Marriage and Family in the XX Century
- The Systemic Approach to Marriage and Family
- The Ecosystemic Approach to Family Life
- The Psychosexual Development Theory
- The Psychosocial Development Theory
- The Developmental Theory – The Family Life Cycle

September 12

- Dating – The Premarital Stage
- The Importance of Premarital Counseling
- Premarital Counseling
- Youth in Love

September 13

- Marriage – The Marital Stage
- The stages of marriage
- Major marital problems
- Dysfunctional marriages
- Approaches to marital therapy
- Steps in marital therapy
- Manual of marital therapy

September 14

- Children – The Parenting Stage
- Marriage and children
- Types of parents
- Types of children
- Methods of discipline

September 15

- Adolescence and the family
- Adolescence and marriage
- Enemies during adolescence
- Adolescence and suicide
- Communication with adolescence

September 16

- Mid-Life Crisis
- The marriage and midlife crisis
- The major enemies
- The Empty Nest
- The end of the family cycle
- Final Reflection

III. Post Intensive

A. Journal and report on 5 books from the recommended titles list (found on page 3) in the same manner as for the pre-intensive books. Deadline to submit is March 6, 2017.

B. A term paper on any of the subjects presented during class. The paper should be 25 pages in length, APA style, double space. More instructions about the paper will be given during class.

C. Review the 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.

D. 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 challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program. Deadline to submit is March 6, 2017.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

E. 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 March 6, 2017. The group will review the MDP and its role with materials provided during the intensive.

F. 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 (provide a date 60 days following the intensive). The group will review the MDP and its role with materials provided during the intensive.

G. 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 by March 6, 2017
2. The first group meeting must occur on or before December 6, and review the work of each student on their chapter five.

3. The second group meeting must occur on or before March 6, and review the case study done by each student.(or other assignment)
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

H. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT ITEMS

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 2,700 pages) – 150 hours for the reading and 40 for the journaling
 = 190
 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 three outcomes in the area of being, three in the area of knowing, and three outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Name the outcome (Being) 1. Journal 2. Presentation 3. Small group	State the learning resource Students will elaborate and present a journal of their spiritual experience to the small group	Describe the assessment process Students will be assessed according to their journal presentation and participation in the small group
Name the outcome (Knowing) 1. Reading reports 2. Final paper 3. Class participation	State the learning resource The nature of this outcome will assist the student in learning from their research as well as from their critical thinking.	Describe the assessment process Students will be assessed according to their reflections in the reading reports and their final paper as well as their interventions during class.
Name the outcome (Doing) 1. Research 2. Writing 3. Participation	State the learning resource There will be at least those three areas where the student will be able to participate with a lot of work (doing)	Describe the assessment process Students will be assessed according to the quality of their research, writing, and participation during class.

C. Grade Points

Reading Journals and Reports 40 points
 Ministry Development Plan 10 points
 Methodology paper 25 points

Context Support Group 5 points

Small Group Meetings 10 points
 Report Regarding Mentor 5 points
 Journal During Intensive 5 points
Total 100 points

96 - 100% - A
 93 - 95% - A-
 90 - 92% - B+
 85 - 89% - B
 82 - 84% - B-

79 - 81% - C+
75 - 78% - C
72 - 74% - C-

D. Assignment Submission

Give a brief description of how you would like your assignments submitted to you. Do you prefer hard copies, email, Moodle.

E. Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)
Late 91 days or more:	(no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, September 5, 2017. If submitted late, the work will be discounted 10%. The remaining assignments are due April 5, 2017.

F. Student grades will be recorded by June 5, 2017.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module 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

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem,	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.

	Delimitations of the Project, Description of the Project Process, and Definition of Terms.			
Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	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 are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 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	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

OUTLINE OF TOPICS (OPTIONAL)

Internal Dynamics of Families - An understanding of family strengths and weaknesses and how family members relate to each other. For example:

Internal Social Processes (including cooperation & conflict); Communication (patterns & problems in husband-wife relationships and in parent-child relationships); Conflict Management; Decision-making and Goal-setting; Normal Family Stresses (transition periods in the family life cycle, three-generation households, caring for the elderly, & dual careers); Family Stress & Crises (divorce, remarriage, death, economic uncertainty and hardship, violence, substance abuse); special Needs in Families (including adoptive, foster, migrant, low income, military, and blended families as well as those with disabled members).

This class also provides an understanding of the developmental changes of individuals in families throughout the life span. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects. For example: Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging.

Other important topics will include: Definition of a family, theology of the family, the family in the Old and the New Testament, the family in the middle ages, and the contemporary family.

UNIVERSITY POLICIES

Disability Accommodations

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

Late Assignment Submission

Late submission of assignments will be discounted 5% of the total grade for every date the assignment is submitted late.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

AU Bulletin

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

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

The above Andrews University policy is for students in other AU programs. **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.**

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.

INSTRUCTOR PROFILE

Alfonso Valenzuela has established a career as a professor, pastor, and author in the Seventh-day Adventist Church. His expertise in the area of marriage and family life has made him a sought-after authority and speaker in this field.

He has lectured in several countries, including Spain, Russia, England, Africa, South America, Puerto Rico, Mexico and all over the United States. He received a Bachelors in Theology from Montemorelos University, a Masters of Divinity degree from Andrews University, and a Masters in Psychology from National University. He has also attained a Doctor of Ministry (D.Min.) and a Doctor of Philosophy degree (Ph.D.) from Fuller Theological Seminary.

In addition to the dozens of articles he’s written for various publications, he has written several books on marriage, family and preaching. He was a pastor and youth leader for several years in Los Angeles. He taught Counseling and Marriage and Family Studies at the Seventh-day Adventist Theological Seminary, Andrews University, for almost twenty years.

He has served as Vice-Chairman of the Tulare County Mental Health Board of the State of California; he is nationally certified in Family Wellness and until recently he served as the senior pastor in the Loma Linda Campus Hill Seventh-day Adventist Church in California. Currently he pastors the San Bernardino Spanish SDA Church and teaches at Loma Linda University on a regular basis.

6/10/2016