



Seventh-day Adventist  
Theological Seminary  
Andrews University

DSLE 503

## MARRIAGE, FAMILY, AND INTERPERSONAL RELATIONSHIPS

Fall 2025

*Samuel Peguero, DMin.*

This course explores current issues related to marriage, family, and interpersonal relationships. It examines resources for understanding their dynamics by integrating theology with ministerial practice, with the goal of promoting healthy families for eternity.

### CLASS & CONTACT INFORMATION

**Class location:** Oklahoma Conference of Seventh-Day Adventists  
4735 NW 63rd Street, Oklahoma City, OK 73132

**Class meeting dates:** September 28 – October 2, 2025

**Class meeting times:** Sunday: 6-9:00 pm—3 periods of 45 minutes with a 15-minute break. Monday-Thursday: 8-12 am 1:30-6:30 pm—42 periods of 45 minutes with a 15-minute break

**Course Website:**

**Instructor Tel.:** +1 (917-736-1121

**Instructor Email:** samuelpeguero@hotmail.com

**Office hours:**

### PROGRAM & COURSE LEARNING OUTCOMES

The topics covered in this course, as well as the assigned activities, have been strategically selected to foster meaningful learning and to comprehensively assess the **Course Learning Outcomes (CLOs)**, as detailed below:

- Upon completing this course, students will be able to understand both theological and psychological perspectives on the family, enabling them to make practical applications in their ministerial work.
- Students will gain insight into the dynamics of family functioning.

- They will become familiar with the various stages of the family life cycle and the tools that promote healthy functioning throughout each stage.
- They will explore contemporary life challenges that affect mental health and understand how these issues impact family well-being.
- Key resources will be explored to encourage strong interpersonal relationships, contributing to kinder, more loving families and church/communities.

### **Learning Outcomes – Students will:**

- Understand theological and psychological principles essential for establishing and maintaining functional family relationships.
- Learn how to develop an effective ministry that supports families through different life cycles, understands their challenges, and recognizes the valuable opportunities these present for a more relevant ministry today.
- Apply strategies that promote emotional health within the family, which in turn contribute to the emotional well-being of the church.

Date	Topic	Assignment Due	CLOs Addressed
Sunday, September 28, 2025	Devotional and prayer Syllabus review Introduction to the course	Reading report Email it to: <a href="mailto:samuelpeguero@hotmail.com">samuelpeguero@hotmail.com</a>	
Monday September 29, 2025	Devotional and Prayer Introduction of students Theology of Marriage and Family Family before Genesis 3 Family After Genesis 3	Group discussion Personal reflection Case study	
Tuesday September 30, 2025	Devotional and prayer Family dynamics Family cycles Family challenges and opportunities in ministry	Group discussion Case study Personal reflection	
Wednesday, October 1, 2025	Devotional and prayer Mental Health and family well-being Principles for pastoral counseling	Group discussion Case study Dynamic Personal reflection	

Thursday, October 2, 2025	Devotional and prayer Parenting focused on eternity Principles for a functional family	Group discussion Dynamic Case study Personal reflection Test – optional	
Tuesday, December 2, 2025		Final project is due today. The project must be posted on LearningHub. Email to professor an electronic Word document before midnight: <a href="mailto:samuelpguero@hotmail.com">samuelpguero@hotmail.com</a> If not received by that date students will receive an “F” and will need to repeat the class.	

## COURSE REQUIREMENTS

### Pre-intensive requirements:

1. Reading Report — A total of 500 pages (minimum 30 hours) from three (3) different authors selected from the list of recommended books. Students must submit a two-page evaluation per book, indicating the number of hours and pages read. Each evaluation must include:
  - (1) New ideas learned and how they can be applied;
  - (2) Concepts with which the student agrees or disagrees;
  - (3) Questions that arose during the reading.
2. The report must be submitted electronically via LearningHub and to the instructor's email in an MS Word document on the first day of class.
3. Late submission penalties:  
Pre-intensive assignments must be submitted by the first day of class (September 28, 2025). Late submissions will incur a 5-point deduction per day.

### During the Intensive:

1. Class Attendance — Students must attend 45 sessions of 50 minutes each during the intensive course.  
Any participant who misses four sessions without written consent from the Seminary Dean (Dr. Jiří Moskala) will be required to retake the course.
2. Collaborative Learning — Students will have opportunities to work in small groups to prepare presentations on topics related to the class content.

3. Final Exam (optional)
  - o The exam may not be required, or it may serve to improve the student's final grade.

### **Post-Intensive Requirements:**

Students must design and present a Family Life seminar of approximately 60 -90 minutes in a church setting after the course ends, applying concepts taught during the intensive. The project must include the following components:

1. Instructor's Manual (word-for-word script)
2. Participant's Guide (main topics with fill-in-the-blank content)
3. PowerPoint presentations
4. A video of at least 3 minutes showing both the instructor and participants, with clear audio of the seminar content.

The final project must be submitted no later than 60 days after the last day of class, by Thursday, December 2, 2025, before midnight (EST). It must be sent electronically to the instructor in MS Word format following the Andrews University Standards for Written Work, available here:

<http://www.andrews.edu/grad/documents/andrews-universitystandards-for-written-work-as-of-october-2011.pdf>

Late submission of this assignment will result in course failure.

## **COURSE MATERIALS**

### **Required Reading:**

Balswik, Jack and Judy. *The Family, A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Book House, 2021.

Clinton, Tim & Trent, John. *Marriage & Family Counseling*. Grand Rapids, MI: BakerBooks, 2009.

Eggerichs, Emerson. *Amor y Respeto*. Nashville, TN: Thomas Nelson, 2010.

Peguro, Samuel. *Ropa Nueva Para tu Mente: Encontrando Salud Mental en las Páginas de la Biblia*. Charleston, SC: Amazon, 2024.

\_\_\_\_\_. *Ponle Chispa a tu Matrimonio*, 5ta. Edición. Charleston, SC: Amazon, 2015.

White, Elena G. de. *El Hogar Cristiano*. Mountain View, CA: Pacific Press Publishing, 2014.

### **Recommended Reading:**

Balswik, Judith & Jack. *Authentic Human Sexuality. An Integrated Christian Approach*. Downers Grove, IL: IVP Academic, 2019.

Barna, George and Cotton, McKenna. *Raising Spiritual champions: Nurturing Your Child's Heart, Mind and Soul*. Arizona: Christian University Press & Fedd Books, 2023.

Comer, Phil, Comer, Diane. *Raising Passionate Jesus Followers: The Power of Intentional Parenting*. Grand Rapids, MI: Zondervan, 2018.

Covey, Stephen R. *Los 7 Hábitos de las Familias Altamente Efectivas*. New York: Golden Books, 2015.

Degroat, Chuck. *Healing What's Within*. United States of America: Tyndale Refresh, 2024.

De Leon, Neolfs. *Yo Te Amo con Propósito: Amistad, Cortejo y Noviazgo*. United States of America: Amazon, 2022.

Dobson, James. *Preparémonos Para la Adolescencia*. Nashville: Betania, 2005.

Gottman, John & Nan Silver. *The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert*. New York City: NY. Harmony Books, 2015.

Habenicht, Donna J. *Diez Valores Cristianos Que Todo Niño Debería Conocer*. Buenos Aires: Asociación Casa Editoria Sudamericana, 2000.

Harley, Jr. Willard F. *His Needs, Her Needs: Building an Affair-Proof Marriage*. Grand Rapids, MI: Revell, 2011.

Hendrix, Harville & Hunt, Helen LaKelly. *Getting the Love You Want: A Guide for Couples*. New York, NY: St. Marin's Press, 2019.

Koenig, Harold G. *Faith and Mental Health: Religious Resources for Healing*. West Conshohocken, PA: Templeton Foundation Press, 2004.

Kuzma, Kay. *Maximizing the Magic of Marriage: 12 success strategies every couple needs to know*. Kindle Edition, 2020.

McCary, James Leslie; McCary, Stephen P. *Sexualidad Humana de McCary*. Ciudad de Mexico: Editorial El Manual Moderno, 1996.

Mayer, Jorge & Nibia. *El Hogar Que Yo Soñé*. Seattle, WA: Amazon Publishing, 2025

Manzanillo, Carlos. *¡Emergencia! ¡Urgencia! Salvemos Niños y Adolescentes (la Ventana 4/14)*. Santo Domingo, RD: FR Multi Servicios, 2021.

Stinnett, Nick & Nancy, Joe & Alice Beam. *Fantastic Families. 6 Proven steps to building a strong family*. West Monroe, LA: Howard Publishing, 2008.

Peguro, Samuel. *Para Jóvenes Enamorados: De Amistad y Noviazgo Hablemos Claro!* 4ta. Edición. Charleston, SC: Amazon, 2015

Penner, Clifford & Joyce. *The Gift of Sex: A Guide to Sexual Fulfillment*. Nashville, TN: Thomas Nelson, 2003.

Tripp, Tedd. *Como Pastorear el Corazon de tu Hijo*. Medellin, Colombia: Poiema Publicaciones, 2016

## REVISION STATEMENT

The instructor reserves the right to revise the syllabus in the interest of the learning process, with proper notice given to the students.

## 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 [Religion]) 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	
		2 Credits	3 Credits
Instructor Contact Hours	Face to Face Instructional Time		45 hours
	Pre-Intensive Reading		30 hours

<b>Independent Learning Activities</b>	<b>90 Minutes Seminar</b>		60 hours
<b>Total Hours</b>			135 hours

*Note.* 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 before the dates indicated in the Course Overview-- Above.

### **Late Submissions**

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%--for this course, see penalties posted on the ***Course Overview Table***. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and must be accompanied by a valid reason an extension.

## **About Your Instructor**

**Dr. Samuel Peguero** is a husband and father who finds joy in sharing God's plan for families. He serves as an adjunct professor at Andrews University and the Dominican Adventist University.

He holds a strong academic background: a Bachelor's degree in Theology from the Dominican Adventist University, a Master's degree in Family Relations from Montemorelos Adventist University, and a specialization in Marital Therapy from the School of Medicine at the Autonomous University of Santo Domingo. He is also a graduate of the Clinical Pastoral Education and Psychotherapy program at Meritus Hospital in Hagerstown, Maryland, and earned his Doctor of Ministry degree from Andrews University.

Dr. Peguero is the author of seven books, most of which are available in both Spanish and English. Notable titles include: *For Young People in Love*, *Put a Spark in Your Marriage*, *Proactive Leadership*, and *New Clothes for Your Mind*. Over the past 30 years, he has developed a fruitful ministry in multicultural settings within both the Inter-American and North American Divisions. Through his writings and contributions to radio, print, and television, God has allowed him to share a message of hope and restoration with thousands.

He travels extensively throughout the United States and abroad, providing guidance to families and pastors, and supporting initiatives at various levels of the church.

He currently serves as Director of the Department of Family Ministries of the Greater New York Conference. He is an active member of the American Association of Christian Counselors (AACC) and the Family Council on Family Relations (FCFR).

## 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 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 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 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 Learning Hub.

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.

## Appendix 1: Grades and Interpreting Letter

### Grading:

The final grade will be based on the following assignments (for 3 credits):

Pre- Intensive requirements	30%
Attendance and participation	10%
Final exam	20%
Post – Intensive requirements:	40%
1. <i>Instructor's Manual (word-for-word script)</i>	20%
2. <i>Participant's Guide (main topics with fill-in-the-blank content)</i>	10%
3. <i>PowerPoint presentations</i>	10%
4. <i>A video is required, of at least 3 minutes, showing both the instructor and participants with clear audio of the seminar content.</i>	
Total	100%

### Letter Grades and Percentages

95-100%	<b>A</b>	80-84%	<b>B</b>	65-69%	<b>C</b>
90-94%	<b>A-</b>	75-79%	<b>B-</b>	60-64%	<b>C-</b>
85-89%	<b>B+</b>	70-74%	<b>C+</b>	55-59%	<b>D</b>
				58-Below	<b>F</b>

#### ***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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.