CHMN503

MARRIAGE, FAMILY, AND INTERPERSONAL RELATIONSHIPS

Summer Intensive 2012

H. Peter Swanson
MARRIAGE, FAMILY, AND INTERPERSONAL RELATIONSHIPS

JULY, 15-19, 2012
InMinistry Center Intensive
InMinistry Master of Divinity

GENERAL CLASS INFORMATION

Class acronym: CHMN503
Class name: Marriage, Family, and Interpersonal Relationships
Credits offered: 3 credits
Semester & year: Summer 2012
Class location: Seminary, Room N210
Andrews University, Berrien Springs, MI 49104
Class time/day: 7.00 pm – 9.00 pm Sunday, July 15th 2012
8.30 am – 12.30 pm Monday to Thursday
2.00 pm – 5.30 pm, Monday to Thursday

INSTRUCTOR CONTACT DETAILS

Instructor: Peter Swanson PhD
Telephone: 269-471-3201
Email: swansonp@andrews.edu
Office location: Seminary Room S120

BULLETIN CLASS DISCRIPTION

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.
The primary objectives of this class are for students to:

- Identify principles of interpersonal interaction exemplified in the life of Christ and make best efforts to integrate these principles into their relationships with others.

- Identify reasons, beliefs, and attitudes that lead them to avoid associating with certain kinds of people and make best efforts to remedy these interpersonal deficits by developing healthy relationships with individuals they might otherwise avoid, or with whom they have difficult relationships.

- Identify patterns of interpersonal interaction in their families of origin and make best efforts to address observed relational irregularities or dysfunctions while affirming and strengthening their healthy ways of relating to others.

The secondary objectives of this class are for students to:

- Read and understand the material in the required textbooks with the intent of applying what they learn to their interpersonal interactions.

- Evaluate their interpersonal skills and make best efforts to address skill deficiencies and to enhance skill proficiencies.

- Become knowledgeable about matters relating to pre-marital preparation for couples, and become adept in addressing the sensitive issues that typically arise as people prepare for marriage and as they make adjustments in the early years of marriage.
TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:


Recommended:


Class Bibliography:


Criteria for Grades

The major assignment for this course is for students to develop portfolios that will document their learning experience. The content and quality of their portfolios will be assessed by means of rubrics to determine their final grade. A maximum of **ninety percentage points** may be earned by satisfactorily completing this assignment.

It is a course requirement that each student enter into a collaborative-learning relationship with another member of the class. Each student will meet with his/her peer-coach, in person or by Skype/phone, for an hour every two weeks to engage in prescribed exercises related to their portfolio development. They will keep a log of their learning activities which will be included in a report that they submit as part of their portfolio. A maximum of **ten percentage points** may be earned by satisfactorily completing this assignment.

Passing Grades

All five sections of the portfolio must be completed and submitted in order for students to qualify for a passing grade.

Portfolio Submission

The **due date** for the completed portfolio is **November 30th, 2012**.

It must be sent in hard copy to Dr. Swanson, Andrews University Berrien Springs MI 49104-1510.

Late Submission

The following penalties will be applied for late submission of assessment items:

Assignments received by due date: A grade (possible)
Delay up to 60 days: No better than an A- grade
Delay up to 90 days: No better than a B+ grade
Delay up to 120 days: No better than a B grade
Delay up to 150 days: No better than a C grade

Other Guidelines


Students are advised to keep copies of their portfolios because their work will not be returned to them.

University Assessment

In its efforts to document student learning, Andrews University archives selections from students’ assignments. Students’ names and other information that could link the identity of students to the artifacts are removed prior to submission of the artifacts to the assessment archives.
GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Pre-Intensive Requirements

1. The Sixteen Personality Factor Questionnaire (16PF) is a requirement for acceptance into the Master of Divinity and Master of Arts in Pastoral Ministry Programs. It is also a requirement for this course. Students must take the test before they arrive for the intensive. The MDiv and MA Min registration packages contain the needed information for students to meet this requirement. For additional information contact the Office of Graduate Enrollment Management: graduate@andrews.edu

2. Students must bring the three required textbooks with them to the intensive. While there are no pre-intensive assignments it will be to their advantage to become familiar with the material in People Skills by Bolton before they arrive at the intensive.

Requirements During the Intensive

1. Section I of the portfolio must be submitted by 2:00 p.m. on Wednesday, July 18, 2012

2. Section II C of the portfolio must be submitted by 2:00 p.m. on Thursday, July 19, 2012

Post-Intensive Requirements

1. Refine Portfolio Section I for final submission

2. Complete Portfolio Section II

3. Complete Portfolio Section III

4. Complete Portfolio Section IV

5. Complete Portfolio Section V
CLASS POLICIES

Attendance and Punctuality

Students are expected to be in their seats at the start of each class period. A ten-minute break follows class sessions which are typically fifty minutes in length. The policies regarding class absences in the Andrews University Bulletin apply to all students, and proper arrangements must be made with the instructor when students miss classes.

Use of Technology

In order to foster an atmosphere conducive to learning, students are expected to turn off their mobile phones and pagers during class. The use of computers during class should be restricted to approved tasks associated with this course. Students who surf the internet, play computer games, or in other ways abuse the privilege of computer use in the classroom, may expect to have their computer privileges revoked.

Academic Integrity

All policies relating to academic integrity, as described in the Andrews University Bulletin, apply to all students in this class. Infractions, including plagiarism and submitting inaccurate information about course work, will result in consequences that range from the lowering of the final grade to the assigning of a failing grade. Teachers are expected to report incidents of academic dishonesty to the Associate Dean who typically takes further action that normally includes placing a description of the infraction in the student’s permanent file.

Disability Accommodations

Students who qualify for accommodations under the American Disabilities Act, should see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocols are posted throughout the 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.

Relationship-building within the class setting

In a spirit of respect toward those present during class time students are encouraged to refrain from saying or doing anything that may be offensive or that could adversely affect efforts by class members to strengthen their relationships with each other.
Portfolio Section I

Write a 4-5 page paper that includes the following elements:

A. Identify and describe three principles of interpersonal interaction exemplified in the life of Christ.

   Each principle must be stated in ten or fewer words.

   Present a fuller explanation of the meaning and significance of each principle.

   Refer to several scriptural passages that illustrate how each principle was exemplified in Christ’s interactions with people. Include scripture references.

B. For each principle identified above, explain why you selected it, and why you want to apply it to your relationships with others.

   Describe in detail the specific steps you plan to take before November 30th 2012 to integrate these principles into your interactions with others.

SEE THE GRADING RUBRIC ON THE NEXT PAGE
## Grading Rubric for the CHMN503 Portfolio Section 1

<table>
<thead>
<tr>
<th>Elements</th>
<th>9-10 per cent</th>
<th>7-8 per cent</th>
<th>6-7 per cent</th>
<th>4-5 per cent</th>
<th>0-3 per cent</th>
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<tbody>
<tr>
<td><strong>Three succinct statements of selected principles</strong></td>
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<tr>
<td>All three statements are clear and succinct.</td>
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<td>Principles apply broadly to human relationships</td>
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<td>Practical application is implicit in the statement.</td>
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<tr>
<td><strong>Explanation of the meaning and significance of the principles.</strong></td>
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<tr>
<td>Explanation corresponds with the principle statements.</td>
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<tr>
<td>Meaning and significance is made clear.</td>
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<tr>
<td><strong>Illustration of the principles from Christ’s interactions with people.</strong></td>
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<tr>
<td>Examples clearly illustrate each principle.</td>
<td>↔</td>
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<tr>
<td>Scripture references are included</td>
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<tr>
<td><strong>Personal reasons for selection of principles.</strong></td>
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<tr>
<td>Reasons are clearly stated.</td>
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<tr>
<td>Reasons are clearly linked to principles</td>
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<td><strong>Specific plans to integrate the principles into your interactions with others.</strong></td>
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<tr>
<td>Plans correspond to principles.</td>
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<tr>
<td>Plans are concrete and specific.</td>
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<tr>
<td>Plans are practical.</td>
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</tbody>
</table>

**Example Explanations:**

- **Three succinct statements of selected principles**:
  - All three statements are clear and succinct.
  - Principles apply broadly to human relationships.
  - Practical application is implicit in the statement.

- **Explanation of the meaning and significance of the principles**:
  - Explanation corresponds with the principle statements.
  - Meaning and significance is made clear.

- **Illustration of the principles from Christ’s interactions with people**:
  - Examples clearly illustrate each principle.
  - Scripture references are included.

- **Personal reasons for selection of principles**:
  - Reasons are clearly stated.
  - Reasons are clearly linked to principles.

- **Specific plans to integrate the principles into your interactions with others**:
  - Plans correspond to principles.
  - Plans are concrete and specific.
  - Plans are practical.
Portfolio Section II

Write a 4-5 page paper that includes the following elements:

A. Identify and describe three individuals or three types of individuals that you avoid, or with whom you do not normally choose to associate, and reflect upon why this is so.

B. Identify and describe three groupings of people with whom you do not normally associate, or against whom you feel dislike or prejudice and reflect on the reasons, beliefs, and attitudes that underlie these feelings.

C. Make diligent efforts to develop relationships with a difficult or disliked person or someone you would normally avoid; with a physically disabled, or mentally challenged person; and with a person from an ethnic, cultural or religious group different from your own.

IMPORTANT: Section 2-C calls for specific detailed plans and strategies that you intend to use as you develop these three relationships. This section is not a report of what you have done, but a description of what you intend to do.

SEE THE GRADING RUBRIC ON THE NEXT PAGE
### GRADING RUBRIC FOR THE CHMN503 PORTFOLIO SECTION II

<table>
<thead>
<tr>
<th>Elements</th>
<th>9-10 per cent</th>
<th>7-8 per cent</th>
<th>6-7 per cent</th>
<th>4-5 per cent</th>
<th>0-3 per cent</th>
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</thead>
<tbody>
<tr>
<td><strong>Describe</strong> three individuals or types of individuals you usually avoid (this element maximum 2%)</td>
<td>Individuals/types identified and clearly described</td>
<td>Fewer than three individuals/types identified, description vague</td>
<td>Non-specific reasons why persons are avoided.</td>
<td>Directions not followed or unrelated material presented</td>
<td>Reflection missing and/or reasons not given</td>
</tr>
<tr>
<td>Description of individuals/types identified and clearly described</td>
<td>Thoughtful reflection about why persons are avoided</td>
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<tr>
<td><strong>Describe three groupings of people against whom you feel prejudice</strong> (this element maximum 2%)</td>
<td>Groups clearly identified and well described</td>
<td>Fewer than three groups identified, description vague</td>
<td>Few reasons, beliefs, and attitudes noted and linkage unclear</td>
<td>Directions not followed or unrelated material presented</td>
<td>Meaning and significance are obscure.</td>
</tr>
<tr>
<td>Description of groups clearly identified and well described</td>
<td>Reasons, beliefs, and attitudes clearly articulated</td>
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<tr>
<td><strong>Specific, detailed plans and strategies to develop relationships</strong> (this element maximum 2%)</td>
<td>Plans are precise, realistic, and hold promise for success</td>
<td>Plans are vague, idealistic, and off target</td>
<td></td>
<td>Plans not made, poorly described, or unworkable</td>
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<tr>
<td>Description of plans are precise, realistic, and hold promise for success</td>
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<tr>
<td><strong>Relationships developed with difficult, disabled, and culturally different people</strong> (this element maximum 4%)</td>
<td>Compelling evidence presented that documents diligent attempts to develop three relationships</td>
<td>Average-quality description of attempts to develop relationships</td>
<td></td>
<td>Evidence not presented and/or evidence is unconvincing</td>
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<tr>
<td>Description of relationships developed with difficult, disabled, and culturally different people</td>
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</table>
Portfolio Section III

A. Prepare a genogram in the approved format that illustrates patterns of interpersonal interaction across three generations of your family.

B. 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; a description of noteworthy personality characteristics of the person and how these compare and contrast with your personality, including a discussion of how your 16PF scores may be similar or different from what you think their scores might be; and a discussion of closeness/flexibility dynamics in your family of origin and in your present family.
### GRADING RUBRIC FOR THE CHMN503 PORTFOLIO SECTION III

<table>
<thead>
<tr>
<th>Elements</th>
<th>29-35 per cent</th>
<th>22-28 per cent</th>
<th>15-21 per cent</th>
<th>8-14 per cent</th>
<th>0-7 per cent</th>
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</thead>
<tbody>
<tr>
<td><strong>Three Generational Genogram</strong> (this element maximum 15%)</td>
<td>Approved symbols are used and conventions are followed</td>
<td>Most symbols are used properly and conventions are mostly followed</td>
<td>Some information about individuals provided</td>
<td>Some layout problems</td>
<td>Symbols misplaced or not properly used and conventions not followed properly Needed information about individuals is largely lacking Very poorly laid out</td>
</tr>
<tr>
<td></td>
<td>Detailed information about individuals is provided</td>
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<td></td>
<td>Superior layout</td>
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<tr>
<td><strong>History and context of five individuals on your genogram</strong> (this element maximum 7%)</td>
<td>Superior personal histories are provided</td>
<td>Medium quality personal histories are provided</td>
<td>Ordinary quality descriptions of the social context of individuals</td>
<td></td>
<td>Too few personal histories, poorly presented and lacking in detail Social context not described or poorly presented</td>
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<tr>
<td></td>
<td>Social context is clearly described</td>
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<tr>
<td><strong>Noteworthy personality characteristics compared and contrasted</strong> (this element maximum 7%)</td>
<td>Superior descriptions of characteristics</td>
<td>Medium quality descriptions of characteristics</td>
<td>Some similarities and differences noted</td>
<td>Limited 16PF references</td>
<td>Few descriptions poor quality Few similarities and differences are noted Unsatisfactory 16PF references</td>
</tr>
<tr>
<td></td>
<td>Similarities and differences are clearly identified</td>
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<td></td>
<td>16PF scores referenced</td>
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<tr>
<td><strong>Closeness and Flexibility dynamics in family of origin and present family</strong> (this element maximum 6%)</td>
<td>Superior descriptions of F.O.O. dynamics</td>
<td>Medium-quality descriptions of F.O.O. dynamics</td>
<td>Average quality descriptions of current family dynamics</td>
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<td>Poor-quality descriptions of F.O.O. dynamics Poor-quality descriptions of current family dynamics</td>
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</tbody>
</table>
COURSE REQUIREMENTS AND GRADING RUBRICS

Portfolio Section IV

A. Report on your reading of the text by Balswick and explain how you have applied what you read to your primary relationships and to your ministry.

B. Report on your reading of the text by Bolton and give particular attention to a description of the integration of the material into praxis. Give baseline data and estimates of skill development.

C. Report on your reading of the text by Tibbits and describe what measures you have taken toward forgiveness and reconciliation with those who have injured you, and with those you have injured.
## GRADING RUBRIC FOR THE CHMN503 PORTFOLIO SECTION IV

<table>
<thead>
<tr>
<th>Elements</th>
<th>21-25 per cent</th>
<th>16-20 per cent</th>
<th>11-15 per cent</th>
<th>6-10 per cent</th>
<th>0-5 per cent</th>
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<tbody>
<tr>
<td><strong>The Family</strong> by Balswick &amp; Balswick (this element maximum 10%)</td>
<td>Clear evidence presented of the student’s familiarity with the content of the book</td>
<td>Clear evidence presented of the application of many concepts to the student’s life and ministry</td>
<td>Some evidence presented that selected portions of the book were read</td>
<td>Some evidence presented that some concepts were applied to the student’s life and ministry</td>
<td>The evidence presented indicates that few pages of the book were read</td>
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<tr>
<td><strong>People Skills</strong> by Bolton (this element maximum 9%)</td>
<td>Clear evidence presented of the student’s familiarity with the content of the book</td>
<td>Clear evidence presented of skill development and the application of many concepts to the student’s life and ministry</td>
<td>Some evidence presented that selected portions of the book were read</td>
<td>Some evidence of skill development and the application of some concepts to the student’s life and ministry</td>
<td>The evidence presented indicates that few pages of the book were read</td>
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<tr>
<td><strong>Forgive to Live</strong> by Tibbits (this element maximum 6%)</td>
<td>Clear evidence presented of the student’s familiarity with the content of the book</td>
<td>Clear evidence presented of meaningful steps taken toward forgiveness and reconciliation</td>
<td>Some evidence presented of the student’s familiarity with the content of the book</td>
<td>Some evidence of some steps taken toward forgiveness and reconciliation</td>
<td>The evidence presented indicates that few pages of the book were read</td>
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Seventh-day Adventist Theological Seminary
Portfolio Section V

Write an essay describing your experience during this course as you have attempted to integrate what you have learned into your relationships with others.

A. Include a report of your attempts to integrate principles of Christ’s interpersonal interactions into all your relationships, and a description of your attempts to develop relationships with people from other cultures and with difficult, and disabled persons.

B. Include a description of your interactions with family members as you developed your genogram and about your experience as you gathered information about your family dynamics.

C. Include a description of what you learned from class presentations on premarital preparation of couples and how you intend to apply what you learned in your ministry.

D. Include a description of what you have learned about your personality and how these characteristics influence your interpersonal interactions.

E. Include a report about your peer-coaching experience, your mutual efforts at skill development, and what you learned about relationship dynamics in the collaborative-learning setting.
# Grading Rubric for the CHMN503 Portfolio Section V

<table>
<thead>
<tr>
<th>Elements</th>
<th>17-20 per cent</th>
<th>13-16 per cent</th>
<th>9-12 per cent</th>
<th>5-8 per cent</th>
<th>0-4 per cent</th>
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<tbody>
<tr>
<td>Attempts to integrate your three chosen principles into your relationships with others (this element maximum 5%)</td>
<td>Superior efforts to integrate principles into praxis</td>
<td>Modest efforts to integrate principles into praxis</td>
<td>Insufficient effort given to integrating principles into praxis</td>
<td>Insufficient effort given to developing new relationships</td>
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<tr>
<td>Your interactions with family members while you were creating your genogram (this element maximum 3%)</td>
<td>Clear evidence presented of superior efforts to engage with family members</td>
<td>Some evidence presented of modest efforts to engage with family members</td>
<td>Insufficient effort to engage with family members</td>
<td>Insufficient effort to engage with family members</td>
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<tr>
<td>What you learned about premarital preparation (this element maximum 5%)</td>
<td>Clear evidence presented of the student’s familiarity with issues related to providing premarital preparation</td>
<td>Some evidence presented of the student’s familiarity with the issues related to providing premarital preparation</td>
<td>Insufficient evidence that the student understands the issues related to providing premarital preparation</td>
<td>Insufficient evidence that the student understands the issues related to providing premarital preparation</td>
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<tr>
<td>What you learned about personality and its influence on relationships (this element maximum 3%)</td>
<td>Clear evidence provided of the student’s understanding of the influence of personality on relationships</td>
<td>Some evidence provided of the student’s understanding of the influence of personality on relationships</td>
<td>Insufficient evidence that the student understands the influence of personality on relationships</td>
<td>Insufficient evidence that the student understands the influence of personality on relationships</td>
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<tr>
<td>Your report about peer-coaching and skill development (this element maximum 4%)</td>
<td>Clear evidence of superior student engagement in peer-coaching</td>
<td>Some evidence of the student’s engagement in peer-coaching</td>
<td>Insufficient engagement in peer-coaching</td>
<td>Insufficient efforts to develop people skills</td>
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<td></td>
<td>Clear evidence of diligent efforts to develop people skills</td>
<td>Some evidence of focused efforts to develop people skills</td>
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<td>Competencies Addressed</td>
<td>Assessment Methods</td>
<td>Evidence of Learning</td>
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<td><strong>Maturing Christian</strong></td>
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<td>d. Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics.</td>
<td><strong>Assignments In:</strong> Portfolio Section I Portfolio Section V</td>
<td>Portfolio Section I Portfolio Section V</td>
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<td>f. Practices the biblical virtues of grace, acceptance, and forgiveness, especially within his/her marriage and family.</td>
<td><strong>Assignments In:</strong> Portfolio Section IV Portfolio Section V</td>
<td>Portfolio Section IV Portfolio Section V</td>
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<tr>
<td>g. Interacts positively with people of other cultures and religions.</td>
<td><strong>Assignments In:</strong> Portfolio Section II Portfolio Section V</td>
<td>Portfolio Section II Portfolio Section V</td>
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<tr>
<td><strong>Discipling Pastor</strong></td>
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<tr>
<td>f. Demonstrates ability to build community and nurture positive relationships.</td>
<td><strong>Assignments In:</strong> Collaborative Learning Relationship Portfolio Section V</td>
<td>Portfolio Section V</td>
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</tbody>
</table>
## MASTER OF DIVINITY COMPETENCY CHECKLIST

**P = Primary Competencies  S = Secondary Competencies**

### 1. Maturing Christian

**Knowing**
- a. Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life.
- b. Knows how to use the biblical spiritual disciplines, especially prayer and the study of Scripture.
- c. Values his/her call to ministry and personal spiritual gifts.
- d. Is committed to reflecting the character of Christ and exemplifying personal integrity and professional ethics.
- e. Cultivates the harmonious development of the mental, physical, spiritual and social dimensions of life.
- f. Practices the biblical virtues of grace, acceptance, and forgiveness, especially within his/her marriage and family.
- g. Interacts positively with people of other cultures and religions.

**Doing**
- f. Practices sound methods of exegesis using original languages, guided by appropriate hermeneutics.

### 2. Perceptive Student of the Bible

**Knowing**
- a. Demonstrates advanced understanding of Bible contents.
- b. Understands the social and historical backgrounds of the Bible and the influence of culture on biblical interpretation.
- c. Demonstrates advanced understanding of Bible history, doctrines, and theology.
- d. Values regular Bible study and deep reflection upon it.
- e. Values the principle of Sola Scriptura and the need for the Holy Spirit in interpreting Scripture.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Practices sound methods of exegesis using original languages, guided by appropriate hermeneutics.

### 3. Developing Theologian

**Knowing**
- b. Demonstrates advanced understanding of Adventist history, theology, doctrines, lifestyle, and practices.
- c. Understands the role and influence of Ellen G. White and her writings on Seventh-day Adventist theology, mission, and ministry.
- d. Embraces an Adventist theology, identity, and mission informed by the Great Controversy theme.
- e. Is conversant with major world religions and can communicate biblical truth cross-culturally.
- f. Values scholarship, professional growth, and lifelong learning.
- g. Engages in biblical and theological reflection as the basis for ministry.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Practices sound methods of exegesis using original languages, guided by appropriate hermeneutics.

### 4. Inspiring Biblical Preacher and Worship Leader

**Knowing**
- a. Knows how to design public worship that is biblically and theologically sound and contextually relevant.
- b. Knows how to use different styles of preaching to engage diverse hearers.
- c. Places high value on preaching Scriptural truth, including the distinctive beliefs of Seventh-day Adventists.
- d. Values congruence between the message preached and his/her life.
- e. Preaches with clarity and persuasiveness.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Is able to design and lead theologically-based, culturally and cross culturally sensitive corporate worship of the Creator God.

### 5. Discipling Pastor

**Knowing**
- a. Knows how the principles of pastoral care influence all aspects of ministry.
- b. Recognizes the dynamics and complexity of human nature.
- c. Values the power of faith and intercessory prayer.
- d. Is able to inspire and mentor members in spiritual growth.
- e. Knows how to design public worship that is biblically and theologically sound and contextually relevant.
- f. Demonstrates ability to build community and nurture positive relationships.
- g. Disciples individuals through passionate Bible teaching.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Is able to design and lead theologically-based, culturally and cross culturally sensitive corporate worship of the Creator God.

### 6. Persuasive Evangelist and Apologist

**Knowing**
- a. Is familiar with contemporary missiological evangelistic and theological issues and trends.
- b. Has a practical knowledge of how to lead people, including those from diverse cultural and religious backgrounds, to Christ.
- c. Has a passion for lost people and calls individuals to a decision for Christ and the church in the context of the three angels’ messages.
- d. Is sensitive to all cultures and faiths in presenting the gospel.
- e. Knows how to use the biblical spiritual disciplines, especially prayer and the study of Scripture.
- f. Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life.
- g. Defends the faith with a Christocentric emphasis.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Is able to design and lead theologically-based, culturally and cross culturally sensitive corporate worship of the Creator God.

### 7. Transforming Leader

**Knowing**
- a. Embraces the biblical and theological principles of servant leadership.
- b. Understands leadership and organizational theory as they apply to the church and its administration.
- c. Knows how to design public worship that is biblically and theologically sound and contextually relevant.
- d. Has the ability to minister to and to empower people for ministry in diverse and multi-cultural settings.
- e. Is able to organize, equip, and mobilize congregations effectively for mission and ministry.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Is able to design and lead theologically-based, culturally and cross culturally sensitive corporate worship of the Creator God.

### 8. Prophetic Change Agent

**Knowing**
- a. Understands the Scriptural and theological basis for the church’s moral engagement in the world.
- b. Values a sense of justice and advocates for equity, fairness, and religious liberty for all.
- c. Is an agent of the reconciling ministry of Christ and a peacemaker.
- d. Is able to analyze, interpret, and critique contemporary social, cultural, and political issues in the light of biblical truth.
- e. Identifies social needs and responds in ways that incarnate the Gospel in the world.

**Being**
- d. Values regular Bible study and deep reflection upon it.

**Doing**
- f. Is able to design and lead theologically-based, culturally and cross culturally sensitive corporate worship of the Creator God.
H. Peter Swanson

**Education**

1999  Andrews University, Berrien Springs, Michigan  
Doctor of Philosophy - Counseling Psychology  
Dissertation: *Pastoral Effectiveness: A Study of Differences among Comparison Groups of Seventh-day Adventist Clergy*

1984  Andrews University, Berrien Springs, Michigan  
Master of Arts - Community Counseling

1980  Andrews University, Berrien Springs, Michigan  
Master of Arts - Religion

1965  Helderberg College, Somerset West, Cape, South Africa  
Baccalaureate Theology Course (Four year)

**Experience**

2007-2010  Chair, Christian Ministry Department of the Seventh-day Adventist Theological Seminary, Andrews University

1988-present  Teaching Faculty, Seventh-day Adventist Theological Seminary, Andrews University

1984-present  Licensed Professional Counselor in Private Practice, Berrien Springs, Michigan

1973-1977  Pastor, Cape Conference of Seventh-day Adventists, South Africa

1966-1972  Pastor-Evangelist, Transvaal Conference of Seventh-day Adventists, South Africa

**Professional Memberships, Licensure, and Ordination**

Adventist Association of Family Life Professionals.  
American Association of Christian Counselors.  
American Counseling Association.  
American Psychological Association.  
Michigan Board of Professional Counselor License # 6401001062.  
Ordination 1-06-73 Transvaal Conference of Seventh-day Adventists, South Africa.