

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

DSRE503
MARRIAGE, FAMILY, AND
INTERPERSONAL RELATIONSHIPS
Summer Intensive 2013

H. Peter Swanson



Andrews University

MARRIAGE, FAMILY, AND INTERPERSONAL RELATIONSHIPS

JULY, 21-25, 2013
InMinistry Center Intensive

GENERAL CLASS INFORMATION

Class acronym: DSRE503
Class name: Marriage, Family, and Interpersonal Relationships
Credits offered: 3 credits
Semester & year: Summer 2013
Class location: Seminary, Room N150
Andrews University, Berrien Springs, MI 49104
Class time/day: 7.00 pm – 9.00 pm Sunday, July 21st 2013
8.30 am – 12.30 pm Monday to Thursday
2.00 pm – 4.30 pm, Monday to Thursday

INSTRUCTOR CONTACT DETAILS

Instructor: Peter Swanson PhD
Telephone: 269-471-3201
Email: swansonp@andrews.edu
Office location: Seminary Room S225

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.

PROGRAM LEARNING OUTCOMES

Listed below are selected Program Learning Outcomes from Seminary Masters Programs that serve as a guide to the broad learning objectives of this course.

Students enrolled in this class are expected to make best efforts to introduce into, or further develop a minimum of **two** of the following learning objectives into their professional practice, by November 30th 2013, and to report on their progress in Section V of the Portfolio.

1. Engage in biblical and theological reflection as the basis for ministry. (MDiv)
2. Apply ethical principles in the context of the Seventh-day Adventist ministry. (MA PMin)
3. Embrace multicultural community as the context for learning, worship and service. (MA Religion)
4. Engage consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life. (MAYYAM)
5. Apply the principles of pastoral care to all aspects of ministry. (MDiv)
6. Pursue personal and professional development. (MA Rel Ed)

STUDENT LEARNING OUTCOMES

The primary objectives of this course are for students to:

1. Identify principles of interpersonal interaction exemplified in the life of Christ and make best efforts to integrate these principles into their relationships with others.
2. 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.
3. 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.

STUDENT LEARNING OUTCOMES

The secondary objectives of this course are for students to:

1. Read and understand the material in the required textbooks with the intent of applying what they learn to their interpersonal interactions.
2. Evaluate their interpersonal skills and make best efforts to address skill deficiencies and to enhance skill proficiencies.
3. Become knowledgeable about matters relating to pre-marital preparation for couples, and become adept at 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:

1. Balswick, J. O. & Balswick, J. K. (2007). *The Family*, (3rd Ed.). Grand Rapids, MI: Baker Academic.
2. Bolton, R. (1979). *People Skills*. New, York NY: Simon & Schuster, 1979.
3. Stoop, David. (2011). *Forgiving Our Parents Forgiving Ourselves*. Ventura CA: Regal from Gospel Light.

Recommended:

1. Köstenberger, A. J. & Jones, D.W. (2004). *God, Marriage, and Family*. Wheaton, IL: Good News Publishers.
2. McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms Assessment and Intervention*. New York, NY: W.W. Norton & Company.
3. Stahmann, R. F. & Hiebert, W. J. (1997). *Premarital and Remarital Counseling*. San Francisco, CA: Jossey-Bass.

Class Bibliography:

1. Cattell, H. B. (1989). *The 16PF: Personality in Depth*. Champaign, IL: Institute for Personality and Ability Testing.
2. Rosado, C. (1990). *Broken Walls*. Boise, ID: Pacific Press Publishing Association.
3. Vyhmeister, N. (Ed.) (1998). *Women in Ministry*. Berrien Springs, MI: Andrews University Press.

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

GRADING CRITERIA AND COURSE ASSESSMENT

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. The minimum passing grade is C-.

Grades are not given by the professor; they are earned by the students. Grading rubrics are used to determine what grades each student has earned. Students are **strongly advised to consult the rubrics** to make sure that their work meets the prescribed criteria as they prepare their assignments for assessment.

The following table indicates the scale of percentages that is used to determine letter grades:

Percent	Grade
94-100	A
89-93	A-
85-88	B+
81-84	B
77-80	B-
73-76	C+
69-72	C
65-68	C-
57-64	D
0-56	F

Portfolio Submission

The **DUE DATE** for the completed portfolio is **November 30th, 2013**.

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

EMAIL SUBMISSIONS WILL NOT BE ACCEPTED!

GRADING CRITERIA AND COURSE ASSESSMENT

Late Submission

The following penalties are applicable 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

TOTAL TIME INVESTMENT FOR THIS COURSE

Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectations challenge students to diligently examine their own premises and compare them with what they learn from coursework, research, and the inspiration that comes from faithful biblical scholarship. Openness to counsel and willingness to change are key to advancement in academic endeavors.

Advanced Theological Education also requires intentionality and wise time-management on the part of students. Course loads are guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to carefully budget their time in order to complete their course requirements by the due dates.

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

Based on these estimates, the average student will likely need to make the following time investments to meet the requirements for this course:

- | | |
|------------------------------|--|
| ▪ Portfolio Section 1 | 5 hrs. (Short paper on principles of interpersonal interactions) |
| ▪ Portfolio Section 2 | 5 hrs. (Short paper on difficult social relationships) |
| ▪ Portfolio Section 3 | 30 hrs. (Family history and genogram) |
| ▪ Portfolio Section 4 | 50 hrs. (Report on reading of 3 books) |
| ▪ Portfolio Section 5 | 6 hrs. (Final report documenting learning in this course) |
| ▪ Peer coaching | 9 hrs. (A report that describes and logs time spent on coaching) |
| ▪ Class periods | <u>30 hrs.</u> |
| Total time investment | 135 hrs. |

CLASS GUIDELINES AND POLICIES

Submission Guidelines

The five sections of the portfolio must be prepared in the format of the Andrews University Standards for Written Work, eleventh edition. www.andrews.edu/grad/documents/sww11.pdf

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.

Pre-Intensive Requirements

1. The Sixteen Personality Factor Questionnaire (16PF) is a requirement for acceptance into all Seminary Programs. It is also a requirement for this course. Students must take the test **before** they arrive for the intensive. For information about how to take the test, contact the Office of Graduate Enrollment Management: graduate@andrews.edu or email the professor at swansonp@andrews.edu
2. Students must bring the three required textbooks with them to class. While there are no pre-intensive assignments it will be to their advantage for students 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, 07.24.13
2. Section II C of the portfolio must be submitted by 2:00 p.m. on Thursday, 07.25.12
3. First draft of your genogram must be presented by 2:00 p.m. on Thursday, 07.25.12

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.

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*

Language Proficiency

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English-as-a-second-language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to procure the services of an editor prior to the submission of their assignments. Reading their assignments aloud and having someone else do likewise

will provide immediate feedback on their written assignments and help them to correct errors prior to the submission of their work.

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.

Use of Technology

In order to foster an atmosphere conducive to learning, students are expected to turn off their mobile phones and 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.

Digital photography, video recordings, and audio recordings are not permitted in this class.

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.

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.

Corrections and Changes

Corrections and changes to this course outline that are announced by the Instructor in class will supersede the information printed in this document.

COURSE REQUIREMENTS

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.

- C. Describe in detail **the specific steps** you plan to take before November 30th 2013 to integrate these principles into your interactions with others.

NOTE: This section represents 10% of your final grade. Time estimate: 5 hours outside of class. Your first draft must be completed during the intensive.

SEE THE GRADING RUBRIC ON THE NEXT PAGE

GRADING RUBRIC FOR PORTFOLIO SECTION I

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<p>Three succinct statements of selected principles</p> <p>(Maximum 10 points)</p>	<p>All three statements are clear and succinct.</p> <p>Principles apply broadly to human relationships</p> <p>Practical application is clearly apparent in the statement.</p>	<p>Statements are mostly clear and succinct</p> <p>For the most part principles apply well to human relationships</p> <p>Linkage between principle and practical application is apparent</p>	<p>Statements are wordy and vague.</p> <p>Principles stated as rules, or apply narrowly to certain situations.</p> <p>Linkage between principle and practical application is weak</p>	<p>Statements are not principles.</p> <p>Statements lacking in meaning.</p> <p>Practical applicability lacking</p>
<p>Explanation of the meaning and significance of the principles.</p> <p>(Maximum 10 points)</p>	<p>Explanation closely corresponds with the principle statements.</p> <p>Meaning and significance is made abundantly clear.</p>	<p>Explanation corresponds with the principle statements.</p> <p>Meaning and significance is made clear.</p>	<p>Linkage between explanation and principle statements is weak.</p> <p>Meaning and significance lack clarity.</p>	<p>No clear linkage between explanation and principle statements.</p> <p>Meaning and significance are obscure.</p>
<p>Illustration of the principles from Christ's interactions with people.</p> <p>(Maximum 10 points)</p>	<p>Multiple examples clearly illustrate each principle.</p> <p>Scripture references are included</p>	<p>Examples illustrate each principle.</p> <p>Scripture references are included</p>	<p>Few, imprecise examples; loosely related to principles</p> <p>Too few Scripture references</p>	<p>Too few examples; unrelated to the principles.</p> <p>Scripture references absent.</p>
<p>Personal reasons for selection of principles.</p> <p>(Maximum 10 points)</p>	<p>Convincing reasons are clearly stated</p> <p>Reasons are clearly linked to commitment to change</p>	<p>Reasons are clearly stated</p> <p>Reasons are linked to commitment to change</p>	<p>Reasons are vague or unconvincing</p> <p>Linkage to principle unclear.</p>	<p>Reasons not given or weak</p> <p>Linkage to principle lacking</p>
<p>Specific plans to integrate the principles into your interactions with others.</p> <p>(Maximum 10 points)</p>	<p>Plans correspond well with the principles</p> <p>Plans are concrete and specific</p> <p>Plans are practical and feasible</p>	<p>Plans correspond with the principles</p> <p>Plans are fairly concrete and specific</p> <p>Plans are fairly practical</p>	<p>Linkage to principle unclear</p> <p>Plans too general</p> <p>Plans idealistic or not very practical</p>	<p>No plans given or unrelated to principle</p> <p>Plans not clear</p> <p>Impractical</p>

COURSE REQUIREMENTS

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.

NOTE: This section represents 10% of your portfolio grade. Time estimate: 5 hours outside of class. Your first draft of Section 2-C must be completed during the intensive.

SEE THE GRADING RUBRIC ON THE NEXT PAGE

GRADING RUBRIC FOR PORTFOLIO SECTION II

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<p>Describe three individuals or types of individuals you usually avoid</p> <p>(Maximum 10 points)</p>	<p>Types of Individuals clearly identified and discerningly described</p> <p>Thoughtful reflection about why persons are avoided</p>	<p>Types of Individuals identified and described</p> <p>Some reflection about why persons are avoided</p>	<p>Fewer than three individuals/types identified, description vague</p> <p>Non-specific reasons why persons are avoided.</p>	<p>Directions not followed or unrelated material presented</p> <p>Reflection missing and/or reasons not given</p>
<p>Describe three groupings of people against whom you feel prejudice</p> <p>(Maximum 10 points)</p>	<p>Groups clearly identified and well described</p> <p>Reasons, beliefs, and attitudes clearly articulated</p>	<p>Groups identified and described</p> <p>Reasons, beliefs, and attitudes articulated</p>	<p>Fewer than three groups identified, description vague</p> <p>Few reasons, beliefs, and attitudes noted and linkage unclear</p>	<p>Directions not followed or unrelated material presented</p> <p>Meaning and significance are obscure.</p>
<p>Specific, detailed plans and strategies to develop relationships</p> <p>(Maximum 10 points)</p>	<p>Plans are individualized, precise, realistic, and hold promise for success</p>	<p>Plans are realistic and feasible</p>	<p>Plans are vague, idealistic, and off target</p>	<p>Plans not made, poorly described, or unworkable</p>

COURSE REQUIREMENTS

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.

- C. 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.

NOTE: This section represents 40% of your portfolio grade. Time estimate: 30 hours outside of class. Your first draft of your genogram must be completed during the intensive.

GRADING RUBRIC FOR PORTFOLIO SECTION III

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<p>Three Generational Genogram</p> <p>(Maximum 30 points)</p>	<p>Approved symbols are used and conventions are properly followed</p> <p>Detailed information about individuals is provided</p> <p>Superior layout</p>	<p>Symbols are mostly used properly and conventions are followed</p> <p>Some information about individuals provided</p> <p>Acceptable layout</p>	<p>Symbols are used fairly well and conventions are mostly followed</p> <p>Minimal information about individuals provided</p> <p>Some layout problems</p>	<p>Symbols misplaced or not properly used and conventions not followed properly</p> <p>Needed information about individuals is largely lacking</p> <p>Very poorly laid out</p>
<p>History and context of five individuals on your genogram</p> <p>(Maximum 30 points)</p>	<p>Superior personal histories of all five individuals are provided</p> <p>Social context is clearly described for each person</p>	<p>Good quality personal histories of all five individuals are provided</p> <p>Social context is well described for each person</p>	<p>Medium quality personal histories are provided</p> <p>Ordinary quality descriptions of the social context of individuals</p>	<p>Too few personal histories, poorly presented and lacking in detail</p> <p>Social context not described or poorly presented</p>
<p>Noteworthy personality characteristics compared and contrasted</p> <p>(Maximum 15 points)</p>	<p>Superior quality descriptions of characteristics</p> <p>Similarities and differences are clearly identified</p> <p>16PF scores perceptively referenced</p>	<p>Good quality descriptions of characteristics</p> <p>Similarities and differences are identified</p> <p>16PF scores are referenced</p>	<p>Medium quality descriptions of characteristics</p> <p>Some similarities and differences noted</p> <p>Limited 16PF references</p>	<p>Few descriptions poor quality</p> <p>Few similarities and differences are noted</p> <p>Unsatisfactory 16PF references</p>
<p>Closeness and Flexibility dynamics in family of origin and present family</p> <p>(Maximum 15 points)</p>	<p>Superior descriptions of family of origin dynamics</p> <p>Superior descriptions of current family dynamics</p>	<p>Good quality descriptions of family of origin dynamics</p> <p>Good quality descriptions of current family dynamics</p>	<p>Medium-quality descriptions of family of origin dynamics</p> <p>Average quality descriptions of current family dynamics</p>	<p>Poor-quality descriptions of family of origin dynamics</p> <p>Poor-quality descriptions of current family dynamics</p>
<p>Describe your interactions with family members while you were creating your genogram</p> <p>(Maximum 10 points)</p>	<p>Convincing evidence presented of superior efforts to engage with family members</p>	<p>Good evidence presented of good efforts to engage with family members</p>	<p>Some evidence presented of modest efforts to engage with family members</p>	<p>Insufficient effort to engage with family members</p>

COURSE REQUIREMENTS

Portfolio Section IV

Important: While providing persuasive evidence that you have indeed read the books, do not write critical reviews of these books. Do not inform the professor about the contents of the books. Your reports must focus on the personal and professional benefits you have derived from your study of the books.

- 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. (\pm 22 hours reading time).

- 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. (\pm 17 hours reading time).

- C. Report on your reading of the text by Stoop and describe what measures you have taken toward forgiveness and reconciliation with those who have injured you, and with those you have injured. (\pm 14 hours reading time).

NOTE: This section represents 25% of your portfolio grade. Time estimate: 50 hours outside of class.

GRADING RUBRIC FOR PORTFOLIO SECTION IV

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<p><i>The Family by Balswick & Balswick</i> (Maximum 20 points)</p>	<p>Convincing evidence presented of the student's comprehensive understanding of the book contents</p> <p>Convincing evidence presented of the application of many concepts to the student's life and ministry</p>	<p>Good evidence presented of the student's familiarity with the content of the book</p> <p>Good evidence presented of the application of concepts to the student's life and ministry</p>	<p>Some evidence presented that selected portions of the book were read and understood</p> <p>Some evidence presented that some concepts were applied to the student's life and ministry</p>	<p>The evidence presented indicates that few pages of the book were read and understood</p> <p>The evidence presented indicates that few, if any, of the concepts were applied to the student's life and ministry</p>
<p><i>People Skills by Bolton</i> (Maximum 16 points)</p>	<p>Convincing evidence presented of the student's comprehensive understanding of the book contents</p> <p>Convincing evidence presented of skill development and the application of many concepts to the student's life and ministry</p>	<p>Good evidence presented of the student's familiarity with the content of the book</p> <p>Good evidence presented of skill development and the application of many concepts to the student's life and ministry</p>	<p>Some evidence presented that selected portions of the book were read</p> <p>Some evidence of skill development and the application of some concepts to the student's life and ministry</p>	<p>The evidence presented indicates that few pages of the book were read</p> <p>The evidence presented indicates that skill development was limited and few, if any, of the concepts were applied to the student's life and ministry</p>
<p><i>Forgiving our Parents by Stoop</i> (Maximum 14 points)</p>	<p>Convincing evidence presented of the student's comprehensive understanding of the book contents</p> <p>Convincing evidence presented of meaningful steps taken toward forgiveness and reconciliation</p>	<p>Good evidence presented of the student's familiarity with the content of the book</p> <p>Persuasive evidence presented of meaningful steps taken toward forgiveness and reconciliation</p>	<p>Some evidence presented of the student's familiarity with the content of the book</p> <p>Some evidence of some steps taken toward forgiveness and reconciliation</p>	<p>The evidence presented indicates that few pages of the book were read</p> <p>Evidence not persuasive that meaningful steps were taken toward forgiveness and reconciliation</p>

COURSE REQUIREMENTS

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.
- B. Describe your attempts to develop relationships with people from other cultures, ethnicities, or religions, and with difficult and disabled persons.
- 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. Describe your progress toward Program Outcomes attainment.
- F. Present a report about your peer-coaching experience, your mutual and individual efforts at skill development, and what you learned about relationship dynamics in the collaborative-learning setting. (Ten per cent of your final grade).

NOTE: This section represents 15% of your portfolio grade. Time estimate: 9 hours outside of class.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

GRADING RUBRIC FOR PORTFOLIO SECTION V

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
<p>Attempts to integrate your three chosen principles into all your relationships</p> <p>(Maximum 10 points)</p>	<p>Superior efforts to integrate principles into praxis</p> <p>Superior efforts to develop new relationships</p>	<p>Good efforts to integrate principles into praxis</p> <p>Good efforts to develop new relationships</p>	<p>Modest efforts to integrate principles into praxis</p> <p>Modest efforts to develop new relationships</p>	<p>Insufficient effort given to integrating principles into praxis</p> <p>Insufficient effort given to developing new relationships</p>
<p>Relationships developed with difficult, disabled, and culturally different people</p> <p>(Maximum 10 points)</p>	<p>Compelling evidence presented that documents diligent attempts to develop three relationships</p>	<p>Evidence presented that documents attempts to develop three relationships</p>	<p>Satisfactory description of attempts to develop relationships</p>	<p>Evidence not presented and/or evidence is unconvincing</p>
<p>What you learned about premarital preparation</p> <p>(Maximum 10 points)</p>	<p>Convincing evidence presented of the student's comprehensive understanding of the issues related to providing premarital preparation</p>	<p>Good evidence presented of the student's familiarity with issues related to providing premarital preparation</p>	<p>Modest evidence presented of the student's familiarity with the issues related to providing premarital preparation</p>	<p>Insufficient evidence that the student understands the issues related to providing premarital preparation</p>
<p>What you learned about personality and its influence on relationships</p> <p>(Maximum 10 points)</p>	<p>Convincing evidence presented of the student's comprehensive understanding of the influence of personality on relationships</p>	<p>Good evidence provided of the student's understanding of the influence of personality on relationships</p>	<p>Some evidence provided of the student's understanding of the influence of personality on relationships</p>	<p>Insufficient evidence that the student understands the influence of personality on relationships</p>
<p>Program Learning Outcomes</p> <p>(Maximum 10 points)</p>	<p>Convincing evidence presented of significant progress toward mastery of Learning Objectives</p>	<p>Clear evidence presented of progress toward mastery of Learning Objectives</p>	<p>Some evidence presented of progress toward mastery of Learning Objectives</p>	<p>Little or no evidence presented of progress toward mastery of Learning Objectives</p>
<p>Your report about your peer-coaching and your skill development</p> <p>(Maximum 10%)</p>	<p>Convincing evidence of superior student engagement in peer-coaching</p> <p>Superior-quality log of activities</p> <p>Convincing evidence of diligent efforts to develop people skills</p>	<p>Good evidence of superior student engagement in peer-coaching</p> <p>High-quality log of activities</p> <p>Good evidence of diligent efforts to develop people skills</p>	<p>Some evidence of the student's engagement in peer-coaching</p> <p>Medium-quality log of activities</p> <p>Some evidence of focused efforts to develop people skills</p>	<p>Insufficient engagement in peer-coaching</p> <p>Inferior-quality log of activities or no log</p> <p>Insufficient efforts to develop people skills</p>

INSTRUCTOR PROFILE

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.