

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

DSRE503  
MARRIAGE, FAMILY, AND  
INTERPERSONAL RELATIONSHIPS  
*Spring Intensive 2017*

*H. Peter Swanson*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

## MARRIAGE, FAMILY, AND INTERPERSONAL RELATIONSHIPS

APRIL 2-6, 2017  
InMinistry Center Intensive

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### GENERAL CLASS INFORMATION

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Class acronym: DSRE503-064  
Class name: Marriage, Family, and Interpersonal Relationships  
Credits offered: 3 credits  
Semester & year: Spring 2017  
Class location: Southwestern Adventist University, Keene Texas  
In the Meadows Gallery in the Chan Shun Centennial Library  
Class time/day: **1.30 pm – 5.30 pm Sunday, April 2<sup>nd</sup> 2017**  
8.00 am – 12.00 pm Monday to Thursday  
7.00 pm – 8.00 pm Sunday to Wednesday  
1.30 pm – 5.30 pm, Monday to Thursday

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### INSTRUCTOR CONTACT DETAILS

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

Secretary: Bonnie Beres  
E-mail: bonnieb@andrews.edu  
Phone: 269-471-3408  
Office Location: Seminary Room S220

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## BULLETIN CLASS DISCRIPTION

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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.

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## PROGRAM LEARNING OUTCOMES

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### Listed below are the MA in Pastoral Ministry Program Outcomes

Students enrolled in this class are expected to make best efforts to apply the principles and concepts that are presented in this course to their professional practice in all six of these areas of ministry, and in particular to Outcomes 4 - 6. The proficient student in the MA in Pastoral Ministry Program:

1. Delivers effective biblically based sermons,
2. Demonstrates proper biblical interpretation skills,
3. Understands the historical–theological development of the Adventist Church,
4. Is capable of training church members for evangelism,
5. Demonstrates an understanding of how to empower church members for leadership,
6. Is capable of reaching specific social groups.

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## STUDENT LEARNING OUTCOMES

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### 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.

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## STUDENT LEARNING OUTCOMES

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### 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.

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## TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

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### Required:

1. Balswick, J. O. & Balswick, J. K. (2007). *The Family*, (3rd Ed.). Grand Rapids, MI: Baker Academic. (368 pages)
2. Bolton, R. (1979). *People Skills*. New, York NY: Simon & Schuster. (279 pages)
3. Stoop, David & Masteller, James. (2011). *Forgiving Our Parents Forgiving Ourselves*. Grand Rapids, MI: Revell, Baker Publishing Group

### 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.
4. Tibbits, Dick (2006). *Forgive to Live: How Forgiveness Can Save Your Life*. New York NY: Harper Collins.

### 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](http://www.andrews.edu/bookstore).

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## GRADING CRITERIA AND COURSE ASSESSMENT

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### 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 on five different occasions to engage in prescribed exercises related to their portfolio development. Students will keep a log of their learning activities which will be included as part of their portfolios. 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.

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 **June 15<sup>th</sup> 2017**. Expect a grade penalty for late submission.

All five sections of the portfolio must be sent in **hard copy only** to Dr. Swanson, Andrews University Berrien Springs MI 49104-1500

**EMAIL SUBMISSIONS WILL NOT BE ACCEPTED!**

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## GRADING CRITERIA AND COURSE ASSESSMENT

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### 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

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## TOTAL TIME INVESTMENT FOR THIS COURSE

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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 per hour.
- Average writing speed            3 hours per page

Based on these estimates, the average student should plan to make the following time investments to meet the requirements for this course:

- Portfolio Section 1            4 hrs. (Short paper on principles of interpersonal interactions)
- Portfolio Section 2            4 hrs. (Short paper on difficult social relationships)
- Portfolio Section 3            30 hrs. (Family history and genogram)
- Portfolio Section 4            46 hrs. (Report on reading of 3 books)
- Portfolio Section 5            5 hrs. (Final report documenting learning in this course)
- Peer coaching                 6 hrs. (A report that describes and logs time spent on coaching)
- Class periods                 40 hrs. (Sun 5 + Mon 9 + Tue 9 + Wed 9 + Thu 8 = 40 hrs.)
- **Total time investment        135 hrs.**

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## CLASS GUIDELINES AND POLICIES

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### Submission Guidelines

All 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](http://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. **All class attendees must take the test before they arrive for the** intensive, however, students who completed the 16PF as part of their application process do not need to re-take the test. For information about how to take the test, contact the Office of Graduate Enrollment Management: [graduate@andrews.edu](mailto:graduate@andrews.edu) or email the professor at [swansonp@andrews.edu](mailto: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. The first draft of Section 1 of the portfolio must be submitted by 2:00 p.m. on Wednesday, 04.05.17
2. Section 2 C of the portfolio must be submitted by 2:00 p.m. on Thursday, 04.06.17
3. First draft of the genogram must be presented by 2:00 p.m. on Thursday, 04.06.17

### Post-Intensive Requirements

1. Refine Portfolio Section I for final submission
2. Complete Portfolio Section 2
3. Complete Portfolio Section 3
4. Complete Portfolio Section 4
5. Complete Portfolio Section 5, and submit the log and report of completed Peer-Coaching sessions

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## CLASS POLICIES

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### **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, 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 other electronic devices 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. 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.

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## **REVISION STATEMENT**

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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## COURSE REQUIREMENTS

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### **Portfolio Section 1**

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 June 15<sup>th</sup> 2017 to integrate these principles into your interactions with others.

**NOTE:** This section represents 10% of your final grade. Time estimate: 4 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 1**

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

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## COURSE REQUIREMENTS

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### **Portfolio Section 2**

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:** All of Section 2 represents 10% of your portfolio grade. Time estimate: 4 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 2**

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

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## COURSE REQUIREMENTS

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### **Portfolio Section 3**

- 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 3**

Elements	Exceptional	Proficient	Emerging	Unsatisfactory	Points	Percent
<p><b>Three Generational Genogram</b></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 is provided</p> <p>Acceptable layout</p>	<p>Symbols are used fairly well and conventions are mostly followed</p> <p>Minimal information about individuals is 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><b>History and context of five individuals on your genogram</b></p> <p>(Maximum 30 points)</p>	<p>Superior personal histories of all five individuals are provided</p> <p>The social context is clearly described for each person</p>	<p>Good quality personal histories of all five individuals are provided</p> <p>The social context is well described for each person</p>	<p>Ordinary-quality personal histories are provided</p> <p>Ordinary-quality descriptions of the social context of the individuals</p>	<p>Too few personal histories, poorly presented and lacking in detail</p> <p>Social context is not described or poorly presented</p>		
<p><b>Noteworthy personality characteristics compared and contrasted</b></p> <p>(Maximum 15 points)</p>	<p>Superior quality descriptions of the characteristics</p> <p>Similarities and differences are clearly identified</p> <p>16PF scores are perceptively referenced</p>	<p>Good quality descriptions of the characteristics</p> <p>Similarities and differences are identified</p> <p>16PF scores are referenced</p>	<p>Ordinary-quality descriptions of characteristics</p> <p>Some similarities and differences are noted</p> <p>Limited 16PF references</p>	<p>Few/no descriptions and/or poor quality is presented</p> <p>Few/no similarities and differences are noted</p> <p>Unsatisfactory 16PF references</p>		
<p><b>Closeness and Flexibility dynamics in family of origin and present family</b></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>Ordinary-quality descriptions of family of origin dynamics</p> <p>Ordinary-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><b>Describe your interactions with family members while you were creating your genogram</b></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>		
<b>TOTALS</b>						
<b>Comments:</b>						

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## COURSE REQUIREMENTS

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### **Portfolio Section 4**

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. (± 20 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. (± 15 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. (± 13 hours reading time).

**NOTE:** This section represents 25% of your portfolio grade. Time estimate: 48 hours outside of class.



**GRADING RUBRIC FOR PORTFOLIO SECTION 4**

<b>Elements</b>	<b>Exceptional</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>Points</b>	<b>Percent</b>
<p><b><i>The Family by Balswick &amp; Balswick</i></b> (Maximum 20 points)</p>	<p>Convincing evidence is presented of the student's comprehensive understanding of the book contents</p> <p>Convincing evidence is presented of the application of many concepts to the student's life and ministry</p>	<p>Good evidence is 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 is 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><b><i>People Skills by Bolton</i></b> (Maximum 16 points)</p>	<p>Convincing evidence is presented of the student's comprehensive understanding of the book contents</p> <p>Convincing evidence is presented of the application of many concepts to the student's life and ministry</p>	<p>Good evidence is 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 is 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</p> <p>The evidence presented indicates that few, if any, of the concepts were applied to the student's life and ministry</p>		
<p><b><i>Forgive to Live by Tibbits</i></b> (Maximum 14 points)</p>	<p>Convincing evidence is presented of the student's comprehensive understanding of the book contents</p> <p>Convincing evidence is presented of meaningful steps taken toward forgiveness and reconciliation</p>	<p>Good evidence is presented of the student's familiarity with the content of the book</p> <p>Persuasive evidence is presented of meaningful steps taken toward forgiveness and reconciliation</p>	<p>Some evidence is presented that selected portions of the book were read and understood</p> <p>Some evidence is presented 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 is not persuasive that meaningful steps were taken toward forgiveness and reconciliation</p>		
<b>TOTALS</b>						
<b>Comments:</b>						

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## COURSE REQUIREMENTS

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### **Portfolio Section 5**

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 Learning Outcomes** attainment. (See page 3).

**NOTE:** Points A - E above represent 15% of your portfolio grade. Time estimate: 5 hours outside of class.

- F. Include with Section 5 a **separate 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. Include a log of at least **five times** that you met with your peer-coach in person or by skype/phone.

**NOTE:** This report of your peer-coaching sessions represents 10% of your FINAL grade. Time estimate: five hours outside of class.

**GRADING RUBRIC FOR PORTFOLIO SECTION 5**

<b>Elements</b>	<b>Exceptional</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>Points</b>	<b>Percent</b>
<p><b>Attempts to integrate your three chosen principles into all your relationships</b></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><b>Relationships developed with difficult, disabled, and culturally different people</b></p> <p>(Maximum 10 points)</p>	<p>Convincing evidence is presented that documents diligent attempts to develop three relationships</p>	<p>Evidence is presented that documents attempts to develop three relationships</p>	<p>Ordinary description of attempts to develop relationships</p>	<p>Evidence is not presented and/or evidence is unconvincing</p>		
<p><b>What you learned about premarital preparation</b></p> <p>(Maximum 10 points)</p>	<p>Convincing evidence is presented of the student's comprehensive understanding of the issues related to providing premarital preparation</p>	<p>Good evidence is 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><b>What you learned about personality and its influence on relationships</b></p> <p>(Maximum 10 points)</p>	<p>Convincing evidence is presented of the student's comprehensive understanding of the influence of personality on relationships</p>	<p>Good evidence is provided of the student's understanding of the influence of personality on relationships</p>	<p>Some evidence is provided of the student's understanding of the influence of personality on relationships</p>	<p>Insufficient evidence is presented that the student understands the influence of personality on relationships</p>		
<p><b>Program Learning Outcomes</b></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>		
<b>TOTALS</b>						
<b>Comments:</b>						

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**GRADING RUBRIC FOR PEER-COACHING AND SKILL DEVELOPMENT**

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Elements	Exceptional	Proficient	Emerging	Unsatisfactory	Points	Percent
<b>Description of peer-coaching</b>  (Maximum 10 points)	Convincing evidence is presented of superior student-engagement in peer-coaching	Good evidence is presented of superior student-engagement in peer-coaching	Some evidence is presented of student-engagement in peer-coaching	Insufficient evidence of student-engagement in peer-coaching		
<b>Description of Activity Log</b>  (Maximum 10 points)	Superior-quality log of activities	High-quality log of activities	Ordinary-quality log of activities	Inferior-quality log of activities or no log presented		
<b>Description of People-Skills Development</b>  (Maximum 10 points)	Outstanding efforts to develop people skills	Superior efforts to develop people skills	Modest efforts to develop people skills	Insufficient efforts to develop people skills		
<b>TOTALS</b>						
<b>Comments:</b>						

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## INSTRUCTOR PROFILE

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### 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 Counselors License # 6401001062.  
Ordination 1-6-73 Transvaal Conference of Seventh-day Adventists, South Africa.