

DSRE503

MARRIAGE, FAMILY, AND
INTERPERSONAL RELATIONSHIPS

*InMinistry MAPM Intensive
January 13-17, 2019*

Dr. Trevor O'Reggio

DSRE503-031
MARRIAGE, FAMILY, AND INTERPERSONAL RELATIONSHIP SKILLS
January 13-17, 2019
SPRING SEMESTER
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: DSRE 503-031
Class name: Marriage, Family, and Interpersonal Relationship Skills

Semester & year: Spring 2018
Class location: Whirlpool Room, Chan Shun, Andrews University
Class time/day: **6.00 pm – 8.00 pm Sunday, January 13, 2019**
8.00 am – 12.30 pm and 1:30 pm – 6:00 pm Monday to Thursday
Credits offered 3

INSTRUCTOR CONTACT

Instructor: Dr. Trevor O'Reggio
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BULLETIN COURSE 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.

SYLLABUS REVISION STATEMENT

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

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)

1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Adventist church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

As a result of diligent participation in this course, the student will be able to:

1. Articulate a Christian view of marriage and family dynamics through an exploration of Biblical principles and supporting research from the professional community.
2. Model transparency and vulnerability about one's own family history by sharing their personal story in writing and with one other person, thereby initiating a process of personal and familial healing.
3. Explain reasons, beliefs, and attitudes that lead them to avoid associating with certain kinds of people and make their best efforts to remedy these interpersonal deficits by developing healthy relationships with individuals they might otherwise avoid, or with whom they have difficult relationships.
4. Identify generational patterns in their families of origin (physical, emotional, relational, behavioral) and make their best efforts to address observed any irregularities or dysfunctions while affirming and strengthening their healthy ways of relating to others.
5. Evaluate their interpersonal skills and make their best efforts to address skill deficiencies and to enhance skill proficiencies.
6. Conduct pre-marital preparation for couples, addressing the sensitive issues that typically arise as people prepare for marriage and as they make adjustments in the early years of marriage.

Develop competence in the areas of addiction, divorce, and domestic violence so that they will be able to address these challenges effectively in pastoral ministry.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

1. Balswick, Jack O. and Judy K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Books, 2007. For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore. **(402 pages)**.
2. Bolton, R. (1979). *People Skills*. New, York NY: Simon & Schuster. **(300 pages)**.
3. O'Reggio, Trevor *Marriage in the Ten Commandments*. 2005. Author published. See link: https://works.bepress.com/trevor_oreggio/27/. **(25 pages)**.

Recommended:

1. Hugenberger, Gordon P. *Marriage as a Covenant: a study of Biblical Law and Ethics governing marriage, developed from the Perspective of Malachi*. New York: E. J. Brill, 1994. For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.
2. Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press, 1985. For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.
3. Grunlan, Stephen. *Marriage and the Family: A Christian Perspective*. Grand Rapids, MI: Zondervan Pub. House. 1999. For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore Latest edition is preferable if available (see Amazon)

PRE-INTENSIVE REQUIREMENT DETAILS

All pre-intensive assignments are due January 13, 2019.

1. Students must bring the required textbooks with them to class. It is suggested that students read all of the textbooks prior to the intensive so that they will be familiar with the material being discussed.
2. **Assignment I – Personal Story:** Write personal story utilizing the questions in the syllabus (see page 11).
3. Read and summarize the first two main text books, 2 pages each
4. **Pre-Intensive Online Lectures:** Brief instructions: Go to the Adventist Learning Community website. Then click on the link for Pastors. Then click on the link for Core Qualities –

Relationship. Each topic is approximately 30 minutes in length. You are required to do 7 hours of pre-work for this course. In order to meet this requirement, you must watch ten (10) of the twenty-four (24) videos that are listed in the syllabus. Write a one-page reaction paper on five of the videos (see instructions below).

Here is a link to find the videos:

www.adventistlearningcommunity.com/media_resource_groups/7?audience_slug=pastors

You may choose any of the videos. Here is the list of topics from which to choose:

1. Seminar in a box – How to minister to victims of abuse
2. Seminar in a box – How to experience healthy church conflict
3. Seminar in a box – How to prepare couples for marriage
4. Couples counseling couples
5. Help for troubled marriages
6. Developing positive relationships between pastors and their children
7. Extending the healing ministry of Jesus
8. Premarital counseling
9. Conflict resolution
10. Domestic abuse
11. The Mystery of oneness
12. Connecting with our youth
13. Effective principles of communication
14. Hope on fire: date above the hormones
15. Moving our youth from risk to resiliency
16. Session 1: Foundations
17. Session 2: Danger Signs and Gender Differences
18. Session 3: Filters and miscommunication
19. Session 4: Ground rules for fighting and loving
20. Session 5: Expectations and Hidden Issues
21. Session 6: Friendship, Fun and Physical Oneness
22. Session 7: Forgiveness, recommitment, and Credits
23. Help for Troubled Marriage
24. Married to a Porn Addict

The report on the videos is due the first day of class, **January 13, 2019.**

The video report must be done in the format suggested by the Adventist Learning Community. That includes the following three sections for each video:

1. What? – Briefly describe the video.
2. So, what? – Discuss what you learned.
3. Now what? – Reflect on how you will apply what you have learned to your ministry setting or personal life.

DETAILS FOR REQUIREMENTS DURING COURSE

1. Attend classes, take notes
2. Engage in discussion
3. Prepare for exams
4. Take home exam. **Due January 21, 2019.**

POST-INTENSIVE COURSE REQUIREMENT DETAILS

1. **Take Home Exam**
2. Prepare 3 PowerPoint presentations on marriage and family topic and present at least one of them in your local church. **Due May 2, 2019.**
 - a. Make them attractive, clear and simple
 - b. Use Scripture, Spirit of Prophecy and the latest research to support your arguments

Schedule for class meetings: January 13-17, 2019.			
			Running total
Sunday	6:00-8:00 p.m.	2 hours	2
Monday	8:00-12:30 noon 1:30-6:00 p.m.	4.5hours 4.5hours 9.0	11
Tuesday	8:00-12:30 noon 1:30-6:00 p.m.	4.5 hours 4.5 hours 9.0	20
Wednesday	8:00-12:30 noon 1:30-6:00 p.m.	4.5hours 4.5hours 9.0	29
Thursday	8:00-12:30 noon 1:30-6:00 p.m.	4 hours 5 hours 9.0	38
Pre-session	Guest lectures to be viewed on-line (to be discussed in class or reported on)	7 hours 7	45

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	38	45 hours total
Pre Online	7	
Independent Completion of Assignments		
Reading	45 hours	
Personal Story	5 hours	
Book Summary	5 hours	
Video Reaction Papers	5 hours	
Take Home Exam	3 hours	
Creating Power Points (3)	25 hours	
Presenting Power Point (1)	2 hour	
Total Hours	135 hours	

TOPICS AND ASSIGNMENTS

Date	Class Topic	Assignments Due
1/13/19	<ol style="list-style-type: none"> 1. Contemporary Marriage in America 2. Current Marital Myths in the Culture 	
1/14/19	<ol style="list-style-type: none"> 1. Biblical Views of Marriage 2. Theology of the Family 3. Family as Covenant 4. Healthy Families 	
1/15/19	<ol style="list-style-type: none"> 1. Family Systems Theory 2. Marriage Models and Family Types 3. Marriage in the Ten Commandments 	
1/16/19	<ol style="list-style-type: none"> 1. Marital Dysfunction Predictors 2. Marriage, Divorce, and Remarriage 3. Mate Selection/Patterns 4. 12 Steps to Intimacy 	
1/17/19	<ol style="list-style-type: none"> 1. Communication in the Family 2. Principles of Conflict Management 3. Tools for Premarital Counseling and Marriage Enrichment 	

GRADING CRITERIA AND COURSE ASSESSMENT

Criteria for Grades

- The content and quality of course assignments will be assessed by means of the rubrics in this syllabus to determine the final grade.
- It is a course requirement that each student enter into a collaborative-learning/spiritual mentorship relationship with another member of the class. Each student will meet with his/her spiritual companion in person or by Skype/phone, for an hour every week to process their course experience, learning and personal growth. The course content may bring up painful emotions. Please process these with your class mentor as you feel comfortable to do so. Students will keep a log of their learning activities which will be included in a report that they submit as a portion of Assignment V.

- 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.
- 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-.
- The final **DUE DATE** for all completed assignments is **May 2, 2019**. Suggested dates for completion of assignments is given in the syllabus.
- 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

Assessment Submission

- Assignments 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 encouraged to submit their work into the drop box in Moodle or e-mail them to the professor. Due to privacy concerns, assignments may be submitted in **hard copy**.
- Students are advised to keep copies of their work because their assignments will be destroyed at the conclusion of the review period if not returned to students.

Other Guidelines

1. Personal Story 50 points

2.	Book Summary	50 points
2.	Take Home Exam	100 points
3.	Power Point Seminars	100 points
	Total	300 points

Submission Guidelines

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

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

Assignment I

A. Write a minimum of 5 pages that includes the following five elements (Please structure your paper answering each of the five elements in order):

1. Write the history of your childhood, adolescence, and young adulthood, and adulthood up to the present.
2. Specify hurts and wounds that you have experienced. How were you hurt, and by whom? How did you respond to that hurt?

Example:

Hurt: My parents' divorce

How: I felt that my family was not complete. I missed a male role model. By

Whom: I blamed my mother for a long time, but realize that my father also bears responsibility.

My response: I misbehaved in school.

3. Give five references to scripture and/or the writings of Ellen White that show how Jesus was hurt similar to those of your experience.

Example:

A. Jesus was betrayed by his disciples the way I felt betrayed.

Luke 22:46 "But Jesus said unto Him, 'Judas, are you betraying the Son of Man with a kiss?'"

4. Discuss how Jesus responded when He was hurt.
5. Describe your experience of Jesus in your own life. How has He ministered to you in times of pain, brokenness and sin?

SEE THE GRADING RUBRIC ON THE NEXT PAGE

GRADING RUBRIC FOR ASSIGNMENT I (SLO 2)

Criteria	Exceptional 17-20 points	Proficient 13-16 points	Satisfactory 9-12 points	Emerging 5-8 points	Unsatisfactory 0-4points	Score
Story of childhood, adolescence, young adulthood, and adulthood.	All four elements are clear and succinct.	↔	Statements are wordy and vague or elements are missing with no explanation.	↔	No history is given or story appears to be not a reflection of reality.	
Hurts and wounds specified. How hurt, and source of hurt. Response to hurt.	Clear description of hurts and wounds. Clear description nature and source of hurt. Honest description of response to hurt.	↔	Vague description of hurts and wounds. Description of nature and source of hurt unclear. Some insight into personal response to hurt.	↔	Little or no description of hurts and wounds. Little or no description of nature or source of hurt. Little or no insight shown.	
References to Scripture or EGW writings re: Jesus' hurt.	Five Scripture and/or Ellen G. White references that clearly relate to Jesus' pain are included.	↔	Fewer than five Scripture and/or EGW references are given or references are not clear.	↔	Scripture and/or EGW references absent.	
Discussion of how Jesus responded when He was hurt.	Jesus' responses are clearly stated. Reasons are clearly linked to principles	↔	Discussion of Jesus' responses is vague or unconvincing. Linkage to principle unclear.	↔	Discussion missing or weak. Linkage to principle lacking	
Description of personal experience of Jesus.	Personal experience of Jesus is specific and well described.	↔	Description of experience with Jesus is vague.	↔	Description of experience with Jesus is missing.	
						Total /100

Reading Report

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.

CLASS POLICIES

Classroom Seating

Classroom seating is open, but you may want to consider sitting near the person you have selected as your peer mentor so that your connection with one another grows.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations

Late Assignment Submission

Up to 20% of the assignment grade may be deducted for late submission of assignments.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol 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.

Other Policies

Include additional statements about any other policies relevant to your class.

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.” (*Current AU Bulletin.*)

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.” (*Current AU Bulletin.*)

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” *Current AU Bulletin.*)

Excused Absence

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

Language and Grammar

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 seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments.

Tips for success include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Late Submission of Assessment

All late assessment will incur a 10% per week penalty.

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

Assignments received by due date:	(possible A grade)
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)

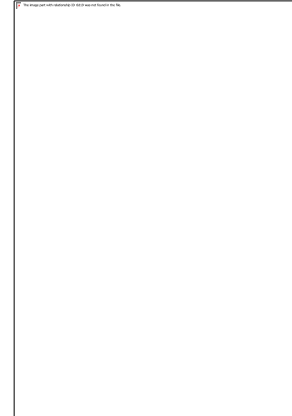
Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.” (*Current AU Bulletin.*)

INSTRUCTOR PROFILE

Trevor O'Reggio is professor of Church History, Discipleship and Religious Education at the Seventh-day Adventist Theological Seminary at Andrews University. After spending 15 years in pastoral ministry, he earned a PhD in History from the University of Chicago in 1997 and a DMin in Marriage and Family from Gordon-Conwell Seminary in Boston. In 2006. He has been teaching in the seminary for the last eighteen years. He is married and is the father of three children.

He has authored several books and articles. He teaches primarily Reformation history, American religious history and courses on marriage and family. He enjoys cycling, walking and swimming.



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