



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

COUN5323 Family Development

New Orleans Baptist Theological Seminary

Fall 2016

2017 Fall 1 Hybrid Term (8/22/2016 - 12/17/2016) Hybrid 4 Meeting Course

(Class will meet 8/22, 9/19, 10/10, 11/7)

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Mission Statement

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Characteristic Excellence**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: ***interpersonal skills, servant leadership, and spiritual/character formation.***

Course Description:

In this course the main stages of the family life cycle are studied as a means of understanding the family as a system of human relationships. Developmental stages, family rituals, family crises, psychosocial, spiritual and other variables affecting family development are examined. A framework for the student to provide a therapeutic ministry to families is delineated.

Student Learning Outcomes:

By the end of the study, the student will

A. be able to demonstrate knowledge and understanding of

1. The various stages of the family life cycle by studying and discovering research related to each stage, biblical concepts related to each stage, counseling methodology that is effective for each stage, and how the church can effectively minister to families in each stage.
2. How variables such as divorce, remarriage (blended families) death, alcoholism, and socio-economic background impact and change the family life cycle by responding to case studies.

B. increase skills related to counseling families in different life cycles by:

1. Analyzing a family situation and responding with a suggested treatment plan for the family.
2. Demonstrating the application of theory and a therapy to the specific case situation.
3. Interviewing a family in various life cycles to discover common problems and perspectives.

- C. increase in their ability to identify personal perceptions about infants, children, adolescents, parenting, and senior citizens that are skewed by personal experience or bias by learning about the needs and experiences of others.

Course Teaching Methodologies

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, reading of PowerPoint lectures, interviews, research, and case studies will be included. This course will be delivered in a four-meeting hybrid format with significant support from online materials and activities delivered through the Blackboard course management system.

Required Textbooks:

(ISBN numbers are included for your convenience. Used, electronic, or earlier edition copies are acceptable.)

Gottman, John. (1998). *Raising an Emotionally Intelligent Child*. New York: Simon & Schuster.
ISBN-13: 978-0684838656

Hemfelt, R., Minirth, F., & Meier, P. (2003). *Love Is a Choice: The Definitive Book on Letting Go of Unhealthy Relationships*. Nashville, TN: Thomas Nelson.
ISBN-13: 978-0785263753

Thomas, Gary. (2000). *Sacred Marriage*. Grand Rapids, MI: Zondervan.
ISBN: 0310242827

Van Epp, John. (2008). *How to Avoid Falling In Love with A Jerk*. New York: McGraw Hill.
ISBN-13: 978-0071548427

Optional Texts

Baucham, V. (2011). *Family Driven Faith: Doing What It Takes to Raise Sons and Daughters Who Walk with God*. Wheaton, IL: Crossway.

Benner, D. (2012). *Spirituality and the Awakening Self*. Grand Rapids, MI: Brazos Press.

Gottman, J. (2011). *The Science of Trust: Emotional Attunement for Couples*. New York, NY: W. W. Norton and Company.

Rosenau, D. (2006). *Soul Virgins: Redefining Single Sexuality*. Atlanta, GA: Sexual Wholeness Resources.

Scazzero, P. (2006). *Emotionally Healthy Spirituality*. Nashville, TN: Thomas Nelson.

Yarhouse, M. (2010). *Homosexuality and the Christian*. Minneapolis, MN: Bethany House.

Course Requirements:

Reading Reports:

All assignments, the textbooks, and all documents and PowerPoint lectures posted in the Course Documents section must be read completely. The material posted in the Course Documents section should be read before 12:00 AM on Sundays, so the student can discuss the material on the Discussion Board. Students will report the percentage read of each book on Blackboard on the date the book is due. Reading accounts for 20% of your grade. Students will be expected to come to class meetings prepared to participate in discussions over the assigned reading since the last meeting.

For the Optional Reading: students will choose one book from the optional list (or another book of the student's choice as approved by the professor) to read. Students will upload to Blackboard a summary of the book and evaluate it for usefulness, appropriateness and quality of content, and best target audience in the final week discussion board. This summary should be approximately two pages in length, double spaced.

Blackboard Discussion Board

Students are required to participate in weekly discussion boards. The instructor will post prompts for each unit of the course. Prompts may be case studies or questions based on the reading or other course materials for a given week. Student posts will take two forms: Major Post = responses to the instructor prompt and Minor Posts = response to another student's major post.

Students are expected to make 1 major and 2 minor posts for each prompt. This means that each unit, students will make one major post and two minor posts. Major posts must be made by Friday at 11:59 PM of the first week of the unit. Minor posts must be submitted by the time the discussion board closes at the end of the unit (Saturday at 11:59 PM).

A new discussion board will be made available on Sunday at 12:00 AM at the beginning of each unit. Discussion boards will be closed Saturday at end of day (11:59 PM) at the end of each unit. Discussion boards *will not be reopened* once they are closed.

Treatment Plans

Students will prepare three treatment plans based on the case study family. Each treatment plan will be turned in on Blackboard in the Assignments section. Treatment plans are due by end of day on the last day of the appropriate unit. Exact due dates are specified on the sign-up Wiki on Blackboard. Treatment plans will include the following:

- A General Overview of the Life Stage
- A Summary of Biblical Teachings and Illustrations related to the life stage
- A Review of Counseling Techniques Effective at the life stage
- A Resource Summary related to the life stage
- A Treatment Plan for the family (outline provided)

Family Interviews

Students will conduct and report on three interviews of families at assigned life stages. Interviews will focus on the specific challenges, issues, and problems faced by the family at that life stage. Interviews are due by end of day on the last day of the appropriate unit. Exact due dates are specified on the sign-up Wiki on Blackboard.

Evaluation of Grade:

Reading:	20%
Family Stage Treatment Plans:	25%
Interviews of Families:	25%
Discussion Board:	30%

Reading and Assignments Schedule

Note: You will turn in only three Treatment Plans and three Family Interviews, so you will not necessarily have one of these due every time the schedule indicates a due date. Check the sign-up Wiki for your exact due dates.

Unit #	Dates/Discussion Board	Reading & Assignments Schedule
1	8/21/16 – 9/3/16 <i>Introductory Material</i> <i>Class Meets 8/22/16</i>	Read materials in the Unit 1 folder Participate in the Unit 1 Discussion Board Due 9/3/16: Reading Report – JERK
2	9/4/16 - 9/17/16 Young Adults	Read materials in the Unit 2 folder Participate in the Unit 2 Discussion Board Due 9/10/16: Reading Report – SACRED Due 9/17/16: Treatment Plans and Family Interviews for this stage
3	9/18/16 - 10/1/16 <i>The New Couple</i> <i>Class Meets 9/19/16</i>	Read materials in the Unit 3 folder Participate in the Unit 3 Discussion Board Due 10/1/16: Treatment Plans and Family Interviews for this stage
4	10/2/16 - 10/15/16 <i>Families with Young Children</i> <i>Class Meets 10/10/16</i>	Read materials in the Unit 4 folder Participate in the Unit 4 Discussion Board Due 10/08/16: Reading Report – RAISING Due 10/15/16: Treatment Plans and Family Interviews for this stage
5	10/16/16 - 10/29/16 <i>Families with Adolescents</i>	Read materials in the Unit 5 folder Participate in the Unit 5 Discussion Board <i>October 17-21 is NOBTS Fall Break</i> <i>You are not required to post to the discussion board during this week, though it will be open if you wish to do so. You may make all of your posts for this unit in the week of October 23-29.</i>

		<p align="center">Due 10/22/16: Reading Report – LOVE Due 10/29/16: Treatment Plans and Family Interviews for this stage</p>
6	<p align="center"><i>10/30/16 - 11/12/16</i> <i>Families Launching Children</i></p> <p align="center"><i>Class Meets 11/07/16</i></p>	<p align="center">Read materials in the Unit 6 folder Participate in the Unit 6 Discussion Board</p> <p align="center">Due 11/5/16: Reading Report – OPTION Due 11/12/16: Treatment Plans and Family Interviews for this stage</p>
7	<p align="center"><i>11/13/16 - 11/26/16</i> <i>Families in Later Life</i></p>	<p align="center">Read materials in the Unit 7 folder Participate in the Unit 7 Discussion Board</p> <p align="center">Due 11/26/16: Treatment Plans and Family Interviews for this stage</p>
8	<p align="center"><i>11/27/16 - 12/10/16</i> <i>Divorce, Remarriage, and Other Major Problems</i></p>	<p align="center">Read materials in the Unit 8 folder Participate in the Unit 8 Discussion Board</p>

ADDITIONAL ITEMS AND POLICIES:

Academic Honesty:

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Submission & Late Assignments:

- Late assignments will be assessed an initial 8 point deduction, then 2 points per subsequent day.
- All assignments will be submitted electronically through Blackboard in the “Assignments” section of the course shell.
- All assignments must be submitted as Microsoft Word files (doc and docx) or PDF. If you use Word Perfect, Pages, Open Office, etc., please render the document as a PDF before submission. For handouts produced in graphics or publishing platforms (MS Publisher, Adobe CS, etc.), please render as PDF before submission.
- All assignments are due by 11:59 PM (CST) on the due date.
- Assignments will be graded in Blackboard and available for review in Blackboard by the student after grading is completed.

Attendance:

This course is designed to be an interaction between the professor and students and between students. Attendance for this course will be determined by the students' responses to questions posted to the discussion board each week. Each student must make substantive responses to the activities and question(s) posted. You are encouraged to interact with the responses of your fellow students beyond the minimum requirements.

Communication:

Communication to students will be in the form of email, including email sent from the seminary's Blackboard and SelfServe systems. Please update your email (and other contact information) in both systems to ensure you receive course-related communications.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Grading Scale:

The following grading scale is used at NOBTS. See the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf> :

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. <http://www.nobts.edu/writing/default.html>

Online Etiquette:

As a student preparing for ministry and enrolled in a graduate level course, a mature attitude toward education is expected. Material posted to this course's Blackboard shell should reflect scholarly thought appropriate to both ministry and graduate level work. Please do not post non-course material to the Blackboard shell. Observing the following suggestions will help ensure a positive experience for everyone.

1. Use courtesy and discretion.
2. Be precise in your writing and keep in mind that your audience does not have the benefit of seeing you or observing your body language, including your facial expressions,

and, in particular, hearing your “tone of voice.” What you may intend as humor could be interpreted in a variety of ways by your readers, so try to communicate as accurately as possible.

3. Feel free to disagree with one another, including your instructor, but do so in an agreeable manner. Treat one another with Christian respect.
4. Respond to each Discussion Board assignment to the best of your ability, keeping in mind that your responses, for better or for worse, may influence others.
5. Appropriate humor and levity are a valued part of group discussions.

Help make our class discussions some of the most fruitful and enjoyable experiences of this course.

Plagiarism:

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

(See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf>) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. The seminary policy will be followed to the letter in this course. See your style guides (APA or Turabian) for correct format for citation in your assignments.

Technical Assistance:

For technical assistance contact the Information Technology Center (ITC).

SelfServe:

- Email Selfserve@nobts.edu for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

Blackboard:

- Email blackboardhelpdesk@nobts.edu for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

General Technology Requests or Questions:

- Email ITCSupport@nobts.edu for general technical questions/support requests.
- Call 504.816.8180 for any technical questions/support requests.
- See www.NOBTS.edu/itc/ General technical help information is provided on this website.

SELECTED BIBLIOGRAPHY:

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Clinebell, Howard. *Well Being: A Personal Plan for Exploring and Enriching the Seven Dimensions of Life*. San Francisco: Harbor Collins, 1992.

Dolgin, K. G. *The Adolescent: Development, Relationships, and Culture*, 13th ed. Boston, MA: Pearson, 2011.

Estep, James R. and Kim, Jonathan H. *Christian Formation: Integrating Theology and Human Development*. Nashville, TN: B&H Publishing, 2010.

Fowler, J.W. *Stages of Faith*. New York, NY: HarperCollins, 1995.

Rando, T. A. *Grief, Dying, and Death*. Champaign, IL: Research Press, 1984.

Resnick, Robert J., and Ronald Rozensky. *Health Psychology Through the Life Span*. Washington: American Psychological Association, 1996.

Santrock, J. *Children*. Columbus, OH: McGraw Hill, 2009.

Santrock, J. *Adolescence*. Columbus, OH: McGraw Hill, 2009.

Walsh, D. *Why Do They Act That Way? A Survival Guide to the Adolescent Brain for You and Your Teen*. New York, NY: Free Press, 2004.

Whitbourne, S.K. *Adult Development and Aging: Biopsychosocial Perspectives*. New York, NY: John Wiley, 2001.