

**PSYC 5323 Family Development – Online Course  
Summer 2015**

New Orleans Baptist Theological Seminary  
Craig Garrett, Ph.D.

Assistant Professor of Psychology & Counseling  
Dean of Students, HSC 105, New Orleans Campus  
504-282-4455, ext. 3283

[cgarrett@nobts.edu](mailto:cgarrett@nobts.edu)

Grader: Lorien Pirtle (lpirtle@gmail.com)

**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**

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for this academic year is Spiritual Vitality. Throughout this course students will be encouraged to consider how the core value of Doctrinal Integrity impacts their development as a Christian counselor called to support the ministries of the local church.

**Course Purpose & Curriculum Competencies Addressed**

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. Students will be challenged to see how both personally and in the lives of families they can help families discover the importance of God's presence and impact in their relationships; students will be challenged to see how both personally and in the corporate life of the church body, they can have a part in changing the world through participating in the helping effort as they learn techniques to work with families. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

**I. 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.

**II. 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.

### **III. Course 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.

### **IV. 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.

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.

## **V. Course Requirements:**

### *Reading:*

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. The percentage read of each book will be reported at the time each book is due, which fits the context and flow of this class. Reading accounts for 20% of your grade.

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 summarize the book and evaluate it for usefulness, appropriateness and quality of content, and best target audience in the final week discussion board. Other books that address current issues in the family may be allowed on a case-by-case basis with prior consent from the professor.

### *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. Since this is a summer course, we will cover an entire unit each week. This means that each week, students will make one major post and two minor posts. Major posts must be made by Wednesday at 11:59 PM each week. Minor posts must be submitted by the time the discussion board closes at the end of the week (Saturday at 11:59 PM).

A new discussion board will be made available on Sunday at 12:00 AM of each week. Discussion boards will be closed Saturday at end of day (11:59 PM) each week. Discussion boards *will not be reopened* once they are closed, so students must be sure to post by end of day on Saturday each week.

### *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.

### VI. Course Evaluation:

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	6/1/15 – 6/6/15 <i>Introductory Material</i>	Read materials in the Unit 1 folder Participate in the Unit 1 Discussion Board
2	6/7/15 – 6/13/15 Young Adults	Read materials in the Unit 2 folder Participate in the Unit 2 Discussion Board  <b>Due 6/7/15: Reading Report – JERK</b> <b>Due 6/13/15: Treatment Plans and Family Interviews for this stage</b>
3	6/14/15 – 6/20/15 <i>The New Couple</i>	Read materials in the Unit 3 folder Participate in the Unit 3 Discussion Board  <b>Due 6/14/14: Reading Report – SACRED</b> <b>Due 6/20/15: Treatment Plans and Family Interviews for this stage</b>
4	6/21/15 – 6/27/15 <i>Families with Young Children</i>	Read materials in the Unit 4 folder Participate in the Unit 4 Discussion Board  <b>Due 6/21/15: Reading Report – RAISING</b> <b>Due 6/27/15: Treatment Plans and Family Interviews for this stage</b>

<b>5</b>	<i>6/28/15 – 7/4/15 Families with Adolescents</i>	<p>Read materials in the Unit 5 folder Participate in the Unit 5 Discussion Board</p> <p><b>Due 6/28/15: Reading Report – LOVE</b> <b>Due 7/4/15: Treatment Plans and Family Interviews for this stage</b></p>
<b>6</b>	<i>7/5/15 – 7/11/15 Families Launching Children</i>	<p>Read materials in the Unit 6 folder Participate in the Unit 6 Discussion Board</p> <p><b>Due 7/11/15: Treatment Plans and Family Interviews for this stage</b></p>
<b>7</b>	<i>7/12/15 – 7/18/15 Families in Later Life</i>	<p>Read materials in the Unit 7 folder Participate in the Unit 7 Discussion Board</p> <p><b>Due 7/12/15: Reading Report – OPTION</b> <b>Due 6/18/15: Treatment Plans and Family Interviews for this stage</b></p>
<b>8</b>	<i>7/19/15 – 7/24/15 Divorce, Remarriage, and Other Major Problems ** Short Week Alert!</i>	<p>Read materials in the Unit 8 folder Participate in the Unit 8 Discussion Board</p> <p>The Blackboard shell will close at midnight Friday night, 7/24/15 and cannot be reopened. All discussion board postings must be made before the Blackboard shell closes.</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.

**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

**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:**

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright laws. Read the NOBTS *Student Handbook*

(p. 9) (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.

**Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://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.

**The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.**

<p><b>Papers or Assignments</b></p>	<p><u>All assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p><u>Late assignments</u> will result in a deduction of <del>eight points per class period</del>. <i>Since this is an online course, there will be an initial eight-point deduction, then 2 points per day late.</i></p> <p><u>Assignments</u> <del>must be turned in to the professor, grader, or administrative assistant</del>. The time and date of submission will be noted. <del>No assignments may be submitted by fax or e-mail without prior approval.</del> <i>Please see the instructions above for online submission through Blackboard.</i></p> <p><u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.</p>
<p><b>Quizzes</b></p>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<p><b>Exams</b></p>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<p><b>Study Guide</b></p>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<p><b>Plagiarism</b></p>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. <b><i>All sources must be cited.</i></b></p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
<p><b>Class Participation</b></p>	<p>Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

## SELECTED BIBLIOGRAPHY

- Andreasen, N.C. *Brave New Brain*. New York, NY, Oxford University Press, 2001.
- 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*, 13<sup>th</sup> 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.