
DSRE 503 Marriage, Family and Interpersonal Relationships

Fall 2020

David Sedlacek, PhD, LMSW, CFLE

SYNOPSIS OF THE COURSE: This course covers the full range of issues related to marriage and family through a Christian lens.

CLASS & CONTACT INFORMATION

Class location:	Online, distance education
Class meeting times:	September 27 – October 1, 2020
	5:00 pm – 8:00 pm Sunday
	8.00 am – 12.30 pm and 1:30 pm – 6:00 pm Monday to Thursday
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-6375
Instructor Email:	sedlacek@andrews.edu
Office location:	Seminary N216
Office hours:	Monday and Wednesday 1:00 – 4:00

BULLETIN DESCRIPTION OF COURSE

Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ's example as they interact with persons from all segments of society.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the Program Learning Outcomes basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

Program Learning Outcomes (PO)

Masters of Divinity (MDIV) Program Outcomes

1. Engage in biblical and theological reflection as the basis for ministry.
2. Apply the principles of pastoral care to all aspects of ministry.

MA Religious Education Program Outcomes

1. Uses appropriate methodologies to disciple.
2. Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.

(The full set of program learning outcomes for your degree program is listed in Appendix 3.)

The following Course Learning Outcomes contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

Course Learning Outcomes (CLO): By the end of this course, the student should 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 his

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

1. Balswick, J. O. & Balswick, J. K. (2014). *The Family*, (4th Ed.). Grand Rapids, MI: Baker

time is needed to complete this assignment, a request must be submitted by e-mail to the professor.

POST-INTENSIVE COURSE REQUIREMENTS

1. Assignment IV – Textbook reading assignment. The suggested completion date for this assignment is 11/9/20. After this date, the assignment will be considered to be late.
2. Assignment V – Course Experience. The suggested completion date for this assignment is 11/16/20. After this date, the assignment will be considered to be late.
3. All assignments must be completed by December 6, 2020.

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
9/27/20	Introduction to the Course, syllabus review Embracing your personal story The Sanctuary Model	Select spiritual companion	CLO2 NAD SLO

		Professional U h		U Doctoral Programs	
		2 Credits	3 Credits	2 Credits	3 Credits
Instructor Contact Hours	Face to Face Instructional Time	30 hrs	45 hrs	30 hrs	45 hrs
	Other Instructor-Directed Activities	60 hrs	90 hrs	90 hrs	90 hrs
Independent Learning Activities	Personal Story	0 hrs	4 hrs	4 hrs	4 hrs
	Difficult Person Assignment	3 hrs	3 hrs	3 hrs	3 hrs
	Genogram Assignment	17 hrs	17 hrs	17 hrs	17 hrs
	Textbook Reading Assignment	35 hrs	51 hrs	51 hrs	51 hrs
	Course Experience Assignment	5 hrs	5 hrs	5 hrs	5 hrs
	Research Paper	0 hrs	20 hrs	20 hrs	20 hrs
Total Hours:		90 hrs	135 hrs	135 hrs	135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
ASSIGNMENT 0: SPIRITUAL COMPANION/MENTOR Select a person from the class as a spiritual companion for the semester. You and your spiritual companion are expected to meet regularly (at least weekly) throughout the	0 points

semester. In your times together you can fellowship with one another (and families) for the purpose of developing a trusting relationship with one another. As you feel comfortable, share your story with your spiritual companion. You may find that you will disclose more as you become more comfortable in the relationship. Share your real challenges throughout the semester. Pray for one another. Also, share your drawings of your trauma egg, self-defeating worksheets, reflections on what you are learning through the textbooks and other readings. Report on your experience with your spiritual companion on in Part E of Assignment IV.

Assignment I: Personal Story

A. Write a paper that includes the following five elements. Often these papers range in length from 8 to 25 pages. (Please structure your paper answering each of the five elements in order using a separate heading for each):

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:

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.

groups of people include

I recognize that I need to become more aware of my prejudices and that I need to change the way I relate to people who are different from me. During this semester I will try to befriend my noisy, foreign neighbors. I want to see things from the perspective of those from a culture that is noisy and exuberant, and whose food smells so different. This means know them, and asking them to introduce me to their customs, activities and attend at least once with them. I think this might help me to understand other cultures and ethnicities better. I will also keep a record of incidents when I treat people less well just because they are

Assignment IV

Important: While providing persuasive evidence that you have indeed read the books, do not write critical reviews of these books. Your reports must focus on the personal and professional benefits you have derived from your study of the books. Cite sections of each book that have been personally useful to you but at a minimum those that have been required reading for the class.

- A. Report on your reading of the text by Balswick and give particular attention to a description of the integration of the material into practice in your own family and ministry. (± 17 hours reading time).

- B. Report on your reading of the text by Sedlacek focusing on how this book has impacted your life and how you can see it being used in your ministry. (± 14 hours reading time).

- C. Report on your reading of the text by Bolton and explain how you have applied what you read to your primary relationships and to your ministry. (± 22 hours reading time).

100 points

Assignment

Submission of Assignments

Assignments are to be turned in on Learning Hub by 11:59 on the dates they are due unless otherwise announced by the professor.

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 80% of possible points. Any requests for extra time on an

develop relationships (Maximum 25 points)	3. realistic and hold promise for success			
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Grading Rubric for Assignment III: GENOGRAM ASSIGNMENT

Elements	Exceptional	Proficient	Satisfactory	Unsatisfactory
Three Generational				

(Maximum 34 points)

understanding of the
book contents

(SLO 5)

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Bibliography:

1. Marital Counseling. Books by Bethel.
2. Deal, R.L. (2014). *The Smart Stepfamily: 7 Steps to a Healthy Family*. Grand Rapids, MI: Bethany House.
3. Köstenberger, A. J. & Jones, D.W. (2010). *God, Marriage, and Family (2nd Ed)*. Wheaton, IL: Good News Publishers.
4. McGoldrick, M., Gerson, R., Shellenberger, S. & Petry, S. (2008). *Genograms Assessment and Intervention (3rd Ed)*. New York, NY: W.W. Norton & Company.
5. Darling, C. A. and Cassidy, D. (2014).