



EM-COUN5323 – Family Development
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Summer 2017 Online

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Mission Statement

The mission of 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: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Spiritual and Character Formation:* As students learn to integrate biblical, theological, and professional elements, they will gain competence in spiritual and character formation.
2. *Servant Leadership:* Through practice interviewing and treatment planning, students will develop an appreciation for the role of servant leadership in the counseling relationship.
3. *Interpersonal Relationships:* Students will develop a greater level of competence in interpersonal relationships through increased personal reflection and self-examination.

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.

Yarhouse, M. (2015). *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture* (Christian Association for Psychological Studies Books). IVP Academic.

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 should 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 make all posts 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.

Course Schedule

Week #	Dates	Reading	Discussion Board	Assignments
1	5/29-6/3 <i>Introduction</i>	Unit1 folder	Unit 1	Participate in Discussion Board
2	6/4-6/10 <i>Young Adults</i>	Unit 2 folder Reading Report- JERK	Unit 2	Treatment Plans & Family Interviews for this stage
3	6/11-6/17 <i>The New Couple</i>	Unit 3 folder Reading Report- SACRED	Unit 3	Treatment Plans & Family Interviews for this stage

4	6/18-6/24 <i>Families with Young Children</i>	Unit 4 folder Reading Report- RAISING	Unit 4	Treatment Plans & Family Interviews for this stage
5	6/25-7/1 <i>Families With Adolescents</i>	Unit 5 folder Reading Report- LOVE	Unit 5	Treatment Plans & Family Interviews for this stage
6	7/2-7/8 <i>Families Launching Children</i>	Unit 6 folder	Unit 6	Treatment Plans & Family Interviews for this stage
7	7/9-7/15 <i>Families in Later Life</i>	Unit 7 folder Reading Report- OPTION	Unit 7	Treatment Plans & Family Interviews for this stage
8	7/16-7/21 <i>Divorce, Remarriage, & Other Major Problems</i> *** Short Week Alert!	Unit 8 folder	Unit 8- discuss your optional reading	Blackboard shell will close at midnight Friday night, 7/21/17 and cannot be reopened. All postings must be made before shell closes.

ADDITIONAL ITEMS AND POLICIES:

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four (4) points per day.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Extra Credit

Extra credit is not offered in this course. Students with hardships, emergencies, or other situations impacting academic performance are encouraged to contact the professor as soon as possible to explore options appropriate to their specific situations.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Self-Serve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call 504.816.8180). Here are other helpful links to ITC assistance.

Self-Serve:

□ 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.
- Email www.NOBTS.edu/itc/ for general NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy.

Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

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*, 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.