

Trinity Evangelical Divinity School
CM 6572 Pastoral Counseling for Marriage and Family
Spring 2019 – Hudson, OH

Instructor: Miriam Stark Parent, PhD

Contact: mparent@tiu.edu

Class time/location: Feb. 22-23, March 15-16, April 12-13, May 3-4, 2019

Moodle access: <http://webapps.tiu.edu/moodle> or through My Trinity. [Self-enroll by first class.]

Enrollment key for Moodle: *Counseling*

Course Description: Marriage and family counseling in a pastoral setting is investigated. An overview of systems theory and its implication for problem formation, maintenance, and resolution is reviewed. In particular, family communication, interaction, structure, boundaries, and development will be discussed. Includes an examination of premarital counseling styles and plans. In addition, specific issues of divorce, remarriage, and blended families will be examined. Finally, the course will discuss the role of the church in matters related to the family and marriage. (3 hrs.)

Course Learning Objectives: Upon completion of the course, the student will be able to....

1. Articulate a Biblical framework for pastoral counseling strategies used to promote healthy marriage and family life.
2. Utilize the capacity to think systemically about marriage and family dynamics and apply those insights to pastoral counseling and care.
3. Apply best practices as determined by an integration of Biblical perspective and current research to pastoral counseling in the church and other areas of ministry.
4. Recognize and structure appropriate interventions for couples and families facing difficulties in marriage or family function.
5. Analyze the impact of race, ethnicity and wider cultural forces on the formation of marriage and family life in order to adapt pastoral counseling strategies.

Rationale: Marriage and family counseling is often at the heart of pastoral care. God's design for relationship is explicated in human families. While cultural expectations may differentiate their visible expression, familial relationships are universal. Good pastoral care includes education for healthy marriages and families, as well as problem prevention and crisis intervention. Through reading and course discussion this course attempts to help ministry care-givers sharpen their understanding and skills in both areas. Case scenarios will be used to bring text material into specific situations. Any case scenarios used in class are composites from a variety of sources.

Required Texts:

Balswick, J.O. & Balswick, J.K. (2014). *The Family: A Christian Perspective on the Contemporary Home*. (4th ed.) Baker Academic [ISBN: 978-1-4412-4562-5 paperback; ebook available] 370 pp. (\$16-\$22)

Gottman, J.M. & Silver, N. (2015). *The Seven Principles of Making Marriage Work*. (2nd ed.) Harmony Books [ISBN: 978-0-553-4471-2 paperback; ISBN: 978-1-101-90291-2 ebook] 285 pp. (\$10-\$15)

Course Expectations:

1. All **written work** is to be typed, double-spaced and in program appropriate format unless otherwise stipulated. Written work should be consistent with the *TIU Style and Format Guide* available online. Students are encouraged to make use of library research assistance through online tutorials.
2. All written work will be **submitted electronically** via Moodle. Emailed or hard copied assignments will

not be accepted. Research papers or projects will be returned when graded via Moodle. Students are expected to self-enroll on Moodle for this course. Last minute assistance will be provided at the first class.

3. All papers posted after the beginning of class on the date they are due are considered **late**. Late work will receive up to **two points grade reduction** for each day or fraction thereof past the due date.
4. **Plagiarism and/or cheating** of any kind will not be tolerated (see section on Academic Integrity). Copying, printing, receiving or distributing any past or present course exams or exam questions is considered cheating. Offenses will be dealt with accordingly through the TEDS Dean of Students office.
5. **Makeup work or extensions** are available only in unusual circumstances and generally carry a reduced grade.
6. **Grades** are calculated on an 8 point system: *A (96-100); A- (93-95); B+ (91-92); B (88-90); B- (85-87); C+ (83-84); C (80-82); C- (77-79); D (70-76)*.
7. A lecture /discussion format is used in this class. Therefore, **attendance and class participation** enhance the learning experience and are expected. These may be factored into the final grade.

Learning Assignments:

1. **Family Genogram:** Each student will develop a *personal genogram* including three generations if possible. [A genogram is a family tree with females represented by circles and males by squares. See samples available on Moodle course page as of 1/15/19]. This will be used by the student in discussions of family communication and relationship patterns and submitted in class. (10 %)
 - a. **Personal Genogram (due March 15, 2019)**
2. Two cases will be presented via online **Discussion Forums**. Each student will be expected to interact with each case. For each case, at least one initial comment, insight or discussion question will be expected in addition to responses to at least two other students' comments. A grading rubric for discussion forums is posted. Forums open April 15-30, 2019. (15%)
 - a. **Initial posts due by Sunday, April 21, 2019.**
 - b. **Response posts due by Wednesday, April 30, 2019.**
3. **Four quizzes** will be available online. Each quiz will cover lectured material and any reading from the previous weekend class. Reading of all assigned material (both texts) is expected. Quizzes can be taken at any time during the specified dates. They may include both objective and brief essay questions. Initial grading of objective items is only possible immediately following submission by the student. Final grades are recorded when item analysis and any manual grading (e.g. essay questions) is completed. Students are notified automatically when grading is complete. (40%)
4. Each student will do a personalized **ministry/vocational project**. This should involve a *minimum of three-five hours* research and study on a particular area of marital or family pastoral care (e.g. premarital curriculum, domestic violence, divorce, etc.). Report writing is NOT included in the research hours. (15%)
 - a. A **summary report** will be submitted online. The purpose of the report is to provide an overview of the topic as well as accountability information. Further information will be given in class.
 - b. **Project due by May 8, 2019.**

Course Resources:

Additional course resources are available on the course webpage. Public domain resources may be available for download. Lecture outlines in PowerPoint format are generally made available prior to the scheduled class. Cases for class discussion may be posted online. All posted materials are for personal study purposes only and are not to be published or distributed in any format.

Projected Course Schedule: Spring 2019 [*Order and topics subject to change.*]

Weekend One: Introduction / Theology / Theory *Balswick text – Parts 1 and 2*
Feb. 22 7:00 – 9:30 pm Introduction / Overview / Genograms
Feb. 23 8:30 – 4:30 Theology / Theory

Quiz One – March 7-10, 2019 (Thursday thru Sunday)

Weekend Two: Couples Counseling *Gottman text*
Personal Genogram due
Mar. 15 7:00 – 9:30 pm Genograms / FOO issues
Mar. 16 8:30 – 4:30 Marriage Counseling

Quiz Two – April 4-7, 2019 (Thursday thru Sunday)

Weekend Three: Dysfunction and Dilemmas *Balswick – Parts 3 and 4*
Apr. 12 7:00 – 9:30 pm Recognizing Pathology
Apr. 13 8:30 – 4:30 Dealing with Dysfunction

Discussion Forums – April 15-30, 2019

Quiz Three – April 25-28, 2019 (Thursday thru Sunday)

Weekend Four: Continued.... *Balswick – Parts 5, 6, and 7*
May 3 7:00 – 9:30 pm Dilemma or Disaster?
May 4 8:30 – 4:30 Catchup and Conclusion

Project report due – May 8, 2019

Quiz Four – May 8-11, 2019 (Wednesday thru Saturday)

Suggestions for Further Reading:

- Carter, L. (2005). *Grace and divorce: God's healing gift to those whose marriages fall short*. Jossey-Bass. [ISBN: 0-7879-7581-8] 208 pp.
- Cloud, H. & Townsend, J. (2017). *Boundaries (updated and expanded)*. Zondervan. (ISBN: 978-0-310-35180]. 320 pp.
- Deal, R.L. (2014). *The Smart Stepfamily: Seven steps to a healthy family (revised and expanded ed.)*. Baker Publishing Group. [ISBN: 978-0-7642-1206-2] 300 pp.
- Instone-Brewer, D. (2003). *Divorce and remarriage in the church: Biblical solutions for pastoral realities*. InterVarsity Press. [ISBN: 978-0-8308-3374-0] 190 pp.
- Keller, T. (2013). *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*. Riverhead Books. [ISBN: 978-0-525-95247-3] 236 pp.
- Mathews, A.P. (2017). *Gender Roles and the People of God*. Zondervan Publishing. [ISBN: 978-0-310-52939-2] 238 pp.
- Miles, A. (2011). *Domestic violence: What every pastor needs to know (2nd ed.)*. Fortress Press. [ISBN: 978-0-8006-9755-6] 158 pp.
- Parrott, L. & Parrott, L. (2015). *Saving your Marriage before it Starts: Seven questions to ask before – and after – you marry (expanded and updated ed.)* Zondervan Publishing. [ISBN: 978-0-310-34628-9] 170 pp.
- Ripley, J.S. and Worthington, E. L. (2014). *Couple Therapy: A new Hope-focused approach*. InterVarsity Press [ISBN: 978-0-8308-2857-9] 370 pp.
- Sell, C.M. (2002). *Helping troubled families: A guide for Pastors, counselors, and supporters*. Baker Books. [ISBN: 0-8010-9134-9] 188 pp.
- Thomas, Gary L. (2015). *Sacred Marriage: What if God Designed Marriage to Make Us Holy More than to Make Us Happy*. Zondervan Publishing. [ISBN: 978-0-310-33737-9].
- Yarhouse, M.A. & Sells, J.N. (2008). *Family Therapies: A comprehensive Christian appraisal*. InterVarsity Press. [ISBN: 978-9-8308-2805-0] 500 pp.

Academic Integrity:

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community including respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted.

Cheating is a form of deception and takes many forms—copying of a word from another’s quiz or exam; the use of unauthorized notes, previous exams, books or other materials; the submission of another’s work to fulfill a course requirement; the unauthorized use of work completed for one course in another; or the reporting of material as read that was not read.

Plagiarism gives the impression that the words or ideas in one’s writings are one’s own when in reality they are taken from another’s written or oral work. Plagiarism may be either intentional or unintentional and includes: paraphrasing the words or ideas of another without giving credit (unless describing common knowledge); the use of quotations without identification by quotation marks and citation; and the reproduction of another’s written work as if it was your own.

Plagiarism is an affront to community standards, a willful neglect of the scholarship of another, and an expression of poor scholarship.

A student found to break the standard of academic integrity by cheating or plagiarizing will be confronted by the faculty member involved and will be reported to the Dean of Students. This will result in a “zero” grade for that particular paper or exam, which may result in an “F” for the course (e.g. depending on the normal weight of that particular assignment, as articulated on the syllabus, the student may fail the course). Such an assignment cannot be “made-up” or a substitute assignment made. It may also lead to expulsion from the institution, or a revocation of a degree already granted by Trinity.

Refer to the posting on MyTIU>Academics>Writing Resources for a more lengthy discussion of academic integrity and plagiarism, including access to Turnitin Software which helps writers avoid plagiarism.

Americans with Disabilities Act Services:

In an effort to comply with the Americans with Disabilities Act of 1990 (ADA), the policy of the Divinity School is to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Dean of Students acts as the institution’s ADA coordinator assisting students with disabilities and works in consultation with academic departments and faculty member(s) involved. Academic adjustments are determined on a case-by-case basis and subject to review by the Dean. Requests for aids, services, or academic adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability to the Dean of Students at the earliest possible time. (For more information, see the Policies section of the *Catalog*).

Attendance Policy:

Students are required to attend *each and every* session throughout the entire course period. Due to the nature of Extension classes, attendance at all sessions is especially important with weekend courses. Missing even an hour of a weekend class means a significant portion of the required contact with the instructor and learning community has been lost. For this reason, students missing any portion (hours) of an Extension course can result in a grade reduction; missing more than one weekend class session *will* result in a grade reduction and possibly failing the course.

In the case of *extreme* emergency or unforeseen circumstances (family emergencies, death, etc.) the student should contact the instructor and secure the necessary permission to miss time in a class and make up the missed class time and assignments. Vacations, ministry responsibilities and travel plans are not considered emergencies and such requests will be denied. As the schedule for the Extension courses is set ahead of time, students should plan ahead to be sure they will be able to make it to all class sessions before they register. If the emergency necessitates a longer absence the student should contact the Dean of Students to request an extension of time, or in rare instances a withdrawal from the class without penalty.

Tentative Course Schedule Date	Lecture Topic	Readings
9/21–22	Historical & Cultural Backgrounds The Reliability of the NT Gospel of Mark	<i>NTA</i> Chapters 1–3, 5–6, 9 The Gospel of Mark
10/5–6	Gospels of Matthew, Luke, and John	<i>NTA</i> Chapters 7–8, 10–11 Bailey, “ The Manger and the Inn ” Sloan, “ Interpreting Scripture with Satan? ” The Gospels of Matthew, Luke, and John
10/19–20	Acts of the Apostles Intro to Paul Galatians and Romans	<i>NTA</i> Chapters 4, 12–14, 18 Yinger, <i>New Perspective</i> Schreiner, “ Another Look at the New Perspective ” Acts, Galatians, Romans
11/2–3	1–2 Thessalonians 1–2 Corinthians Prison Epistles Pastoral Epistles	<i>NTA</i> Chapters