

**WESTERN SEMINARY - SACRAMENTO**  
**PTS 508M Developing Strong Families**

**2 credit hours**

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**SYLLABUS – Summer 2009**

**Session A: May 4 – June 27**

**Dates:** May 8-9, June 19-20

**Times:** Fridays 6:00 PM – 9:55 PM; Saturdays 9:00AM – 5:00 PM

**COURSE DESCRIPTION:**

Developing personal and professional characteristics and skills to facilitate strengthening families and marriages within the context of your ministry calling. You will examine and explore topics crucial to the structure of families with focus given to family, marriage, and parenting.

**COURSE GOALS:**

1. Develop an understanding of the student's Family of Origin dynamics, and the ongoing impact this has on his/her personal family life.
2. Develop an understanding of the student's Family of Origin dynamics, and the ongoing impact this has on his/her present and future ministry to families.
3. Deepen student's understanding of self and his/her integration of Biblical concepts in family relationships.
4. Develop the ability to teach families how to integrate Biblical Principles into their family relationships.
5. Gain an understanding of the issues that commonly occur in marriages and families. Students will understand the family life cycle, as well as learn how to find and employ resources for the families they serve.

**COURSE OBJECTIVES:**

Cognitive:

1. Gain knowledge regarding family of origin, family life cycle, Biblical principles that govern relationships, and a basic strategy for strengthening families.

Affective:

1. Gain awareness of how above issues affect self, past and present family relationships, and ministry relationships.
2. Progress in the development of empathy.

Practical:

1. Upon reflection of their family of origin, students will set goals for themselves in terms of their own personal growth.
2. Develop a resource binder that organizes information and ideas for ministering to families throughout the life cycle and also addresses a variety of common trouble spots.
3. Learn where to go to continue education and find resources that will help students minister to families.

**REQUIRED READING:**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

Students will choose from the following list. At least one source is required from each section. Students must read a minimum of 900 pages.

Children

Campbell, R. (2003) *How to really love your child*. Colorado Springs, Life Journey. ISBN 01-7814-3912-1. 141pages

Families

Weaver, A., Revilla, L.A., Koenig, H.G., (2002) *Counseling families across the stages of life*. ISBN 0-6870-8415-6. 256 pages

Wynn, J.C. (1982). *Family therapy in pastoral ministry*. New York. Harper & Row ISBN 0-06-069703. 165 pages

Individuals

Vaughn, R.P., (1994). *Pastoral counseling and personality disorders*. Kansas City. Sheed & Ward. ISBN 1-55612-660-3. 156 pages

Marriage

Gottman, J.M., DeClaire, J. (2006) *Ten lessons to transform your marriage*. New York. Crown Publishers. ISBN 1-4000-5018-9. 270 pages

Worthington, E.L. (2005). *Hope-focused marriage counseling: A guide to brief therapy*. Downers Grove. InterVarsity Press. ISBN0-8308-2764-1 read chapters 1-16, 267 pages

Mental Health

Bufford, R. K, (1981) *The human reflex*. San Francisco. Harper and Row. Chapter 3

Bufford, R.K. (1982). *The Church and Community Mental Health: Unrealized Potential*. Journal of Psychology and Theology, Vol. 10, No. 4, pp 355-361

Clinebell, H.J., (1970) *Community mental health, the role of church and temple*. Nashville, Abingdon Press. Pages 20-25, 29-30, 46-56.

Uomoto, J.J. (1982). *Preventive intervention: A convergence of church and community psychology*. *Journal of Psychology and Christianity*, Vol 1(3), Fal 1982. pp. 12-22

## COURSE REQUIREMENTS

1. Complete all required reading (familiarity Level) 30% of grade

**Assigned reading and due dates are listed in the “COURSE OUTLINE AND SCHEDULE” on p. 7 of the syllabus.** According to *Western Seminary* standards there are two levels:

**Familiarity level.** This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour).

**Mastery level.** Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours).

Reading assigned should **be completed before the class session** so that you will be able to participate in and benefit from the class discussions.

2. Personal Growth Paper 20% of grade

Students to consider the interaction of personal spiritual and psychological growth needs as influenced by the student’s family. Written assignment to include the student’s honest appraisal of his or her family dynamics and successful and unsuccessful methods used to address these areas of personal growth. This assignment is expected to require 15 hours of student time.

**DUE: Friday, June 19**

3. Project: Completion of Resources Binder 50% of grade

Students will compile a resource manual for use in ministerial settings. The manual may include local resources (such as listings of counselors and/or counseling centers), but must not be limited to local resources. Additional elements would include personal resources (e.g. handouts or specialized programs), and national programs (such as Alcoholics Anonymous). This project will require 6 hours of student meetings. Student meetings are to be scheduled by students. The project will require an additional 25 hours of homework time.

**DUE: Friday, June 26 by 12 noon in the Western Seminary Office**

## WORKLOAD STANDARDS

For this 2-unit class the in-class component is 30 hours across 2 weekends. The ‘outside-of-class’ component comes to 60 hours for the semester, and is broken down as follows:

20 hours for reading, 15 hours for personal growth paper, and 25 hours for Resource Binder.

A+	99-100%	C+	84-85%
A	95-98%	C	81-83%
A-	93-94%	C-	79-80%
B+	91-92%	D+	77-78%
B	88-90%	D	74-76%
B-	86-87%	D-	70-73%

### **PEDAGOGICAL APPROACH:**

This class will include a wide variety of teaching techniques. These techniques have been purposely designed to instruct students as much as possible in their most natural and competent learning styles. The various teaching techniques will include (but are not limited to): lecture, critical analysis, response to video vignettes, examination, and exposure to guest speakers.

### **STANDARDS FOR WRITTEN WORK (MLA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

- <http://wwwold.ccc.commnet.edu/mla>
- <http://owl.english.purdue.edu/handouts/research/index.html>
- [http://www.english.uiuc.edu/cws/workshop/writer\\_resources/citation\\_styles/mla/mla.htm](http://www.english.uiuc.edu/cws/workshop/writer_resources/citation_styles/mla/mla.htm)

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper"]

A good website with footnote/bibliography entries is <http://www.wisc.edu/writing/Handbook/>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## **CLASS POLICIES**

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students who miss more than one class day will not pass the course. Students who miss one day of class will be required to do an 8-hour special project in order to not be penalized for missing that day.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must

be submitted to the Disability Coordinator's office.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:  
<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

**Reference and Research Contact Information**David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)**COURSE OUTLINE AND SCHEDULE:**

<b>Date(s)</b>	<b>Session #</b>	<b>Chapters to be read <u>before</u> class begins</b>	<b>Assignments</b>
May 8	1	Individual Psychological Development	Reading Selection due on Individuals
May 9	2	Children	Reading selection on children
May 9	3	Families	Reading selection on families
June 19	4	Marriage	Personal Growth Paper Reading selection on marriage
June 20	5	The Church and Prevention of Mental Illness	Reading selection on Mental Health
June 20	6	Counseling and Interventions	
June 26	No Class	No Class	Resource Binder Due by Noon to Western Office