

Syllabus for
PRM 539—The Contemporary Family
3 Credit Hours
Fall 2010

I. COURSE DESCRIPTION

Provides students with an overview of the dynamics and dilemmas facing contemporary families.
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Study the contemporary family as presented in research and sociological analysis.
- B. Become aware of both the problems facing contemporary families as well as the strengths of modern-day families.
- C. Gain greater awareness of the influence of cultural diversity upon family life.
- D. Obtain information and insight in order to understand how Christian families can be developed in the context of grace.
- E. Develop skills necessary to provide educational and enrichment programs that strengthen contemporary marriage and family relationships.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the reality of contemporary family life.
- B. Share, either orally or in writing, the key concepts expressed during the course, and explain the significance of constructing a personal perspective (theology/philosophy) for the family to function in a healthy manner.
- C. Discuss in-depth personal beliefs about family functioning in theological, sociological, and psychological contexts.
- D. Explain how the structural and cultural heritage of a family system affects its functioning in a way that shows diversity.
- E. Identify and discuss ethical/moral issues relative to contemporary research and diverse family forms.
- F. Design and present an educational proposal based on course materials in a public setting for the purpose of marriage/family education.
- G. Identify and discuss enrichment programs and various curriculum topics that strengthen contemporary families.

- H. Successfully complete state certification examination items in the following areas:
1. Human roles in terms of age, sex, family, and work roles.
 2. The concept of role integration.
 3. The various types of family and non-family households.
 4. Issues relevant to household types.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Cherlin, Andrew. *The Marriage Go-Round*. New York: Vintage Books/Random House, 2009. ISBN: 978030738638

Olson, David H., and John DeFrain. *Marriages and Families: Intimacy, Diversity, and Strengths*. 6th ed. New York: McGraw-Hill, 2008. ISBN: 9780073380049

Regan, Pamela. *The Mating Game: A Primer on Love, Sex, and Marriage*. 2nd ed. Thousand Oaks, CA: Sage Publishing, Inc., 2008. ISBN: 9781412957052

VanVonderen, Jeff. *Families Where Grace Is in Place*. Minneapolis, MN: Bethany House Publications, 1992. ISBN: 9781556612664

2. Other

Smart Marriages at smartmarriages.com

B. Optional Materials

1. Textbooks

None

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology and Missions Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present

- (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.
- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures:

- a. Grading:

Presentations and Class Activities	50%
Examinations	50%
- b. Grading scale:
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=59% and below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.

- b. WPA requirements for this course:
None
- 3. Other Policies and/or Procedures
 - a. Reading of textbooks and supplementary sources should be completed according to the course calendar and integrated into class discussions.
 - b. Individual or group presentations planned by class members are selected from general categories such as:
 - (1) Structural and cultural diversity in families
 - (2) Families experiencing divorce, remarriage, and step-families
 - (3) Family stress (coping skills, circumstances such as family violence, physical and mental challenges, death of a family member, poverty, unemployment, and national crises)
 - (4) Gender roles, power, and sexual issues
 - (5) Mate selection and premarital preparation
 - (6) Love, intimacy, sexual attitudes, and behavior
 - (7) Marriage, parenting, or relationship skills
 - c. Reading assignments from the text will be incorporated in the presentation.
 - d. Unit and final examinations are based on textbook readings, group presentations, individual reading reports, and lecture material.
 - e. Written responses will be required for VanVonderen and Cherlin.
 - f. The course requirements included in this syllabus do not automatically apply to students granted an incomplete for the course unless attendance requirements are met.
 - g. Excessive absences, tardies, leaving class early, and lack of class engagement are calculated into the overall grade.
 - h. Late examinations are penalized ten percent (10%) of the original value, with the exception of administrative or emergency absences. Reviews are not provided for alternate, make-up exams.
 - i. Students read assigned material prior to the class sessions and are prepared to dialogue with the class on personal insights, and questions related to the reading.
 - j. Class procedure includes process, application, and integration of material with heavy student participation rather than just taking notes from lectures.

VI. COURSE CALENDAR

Week	Topic	Assignment
1	Orientation	
2	Social Contexts	Olson, Ch. 1, 3; Cherlin, Ch. 1
3	Cultural Diversity, Mating	Olson, Chs. 2; Regan, Chs. 1-2; Cherlin, Ch. 2
4	Relationships, Love	Regan, Chs. 3, 4, 7; Cherlin, Ch. 3; VanVonderen, Introduction, Ch. 1
5	Sexual Attitudes, Behavior	Regan, Chs. 8-12; Olson, Ch. 6; Cherlin, Ch. 4
6	Sexuality, Examination I	Regan, Chs. 3-7; Cherlin, Ch. 5
7	Intimate Relationships	Olson, Chs. 9-10; Cherlin, Ch. 6
8	Marriage, Parenthood	Olson, Chs. 11-13 Cherlin, Ch. 7-8
9	Individual Differences	VanVonderen, Part II Regan, Chs. 14-16
10	Communication, Conflict	Olson, Chs. 4-5 VanVonderen, Part III
11	Intervention, Examination II	Regan, Chs. 5-6
12	Gender Roles, Power, Finances	Olson, Chs. 7-8
13	Family Stress, Abuse	Olson, Ch. 14
14	Divorce, Single/Stepparenting	Olson, Chs. 15-16

**Inventory for Student Learning Outcomes
School of Theology and Missions**

M. A. Christian Counseling

PRM 539 The Contemporary Family

Dr. Lillian Breckenridge, Instructor

Fall 2010

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.	X			
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.		X		
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.			X	
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.			X	
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			X	
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		