

Syllabus for  
**GCSL 639—Family Development**  
3 Credit Hours  
Spring 2015

**I COURSE DESCRIPTION**

A course designed to Highlights the challenges families faced by families as they move through transitional time periods. Using a multigenerational, developmental framework, students explore Consideration is given to the unique strategies utilized at each family stage according to respective to various family structures and contexts.

Prerequisite: GCSL 643 recommended.

**II COURSE GOALS**

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

- A. Study the interrelationship between individual life span development and the stages of family development.
- B. Become familiar with relevant research on the family life cycle
- C. Consider family functioning within the systems perspective with tasks to fulfill and strategies to execute these tasks
- D. Develop an awareness of both the diversity and the similarity present in families as they progress through the family life cycle.

**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. Articulate the impact that the family of origin has upon personal development.
- B. Analyze and discuss family history to determine generational themes.
- C. Discuss the stages of the family life in terms of characteristics and challenges.
- D. Demonstrate awareness of diversity and distinctiveness of patterns of interaction found within each family system.
- E. Demonstrate problem-solving skills in the discussion of case studies related to family life transitions.
- F. Discuss the effects of divorce, single parenting, remarriage, illness, death, addiction, ethnic issues, violence, and economic issues on the family life cycle. (omitted one item here)
- G. Achieve objectives for State Certification
  - 1. Discuss roles in terms of age, sex, and family.
  - 2. Describe various types of family and nonfamily households.
  - 3. Discuss issues relevant to household types today such as aging, loss and grief, equality, violence, and substance abuse.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

###### 1 Textbooks

Anderson, Stephen A., and Ronald M. Sabatelli. *Family Interaction: A Multigenerational Developmental Perspective*. 5th ed. Boston: Allyn & Bacon, 2011. ISBN 9780205710836

Stewart Susan D. *Brave New Stepfamilies: Diverse Paths Toward Stepfamily Living*. Thousand Oaks CA:Sage Publications, Inc., 2007. ISBN 978-0-7619-3023-5.

###### 2 Library Reserve Reading

Carter, Betty, and Monica McGoldrick, eds. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*. 3rd ed. Boston: Allyn and Bacon, 2005. 9780205409815

Demo, David H. and Mark A Fine. *Beyond the Average Divorce*. Thousand Oaks CA:Sage Publications, Inc., 2010. ISBN: 9781412926850

McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto. *Ethnicity and Family Therapy*. 3rd ed. New York: Guildford, 2005. ISBN: 978-1593850203

Nichols, William C. ed. *Handbook of Family Development and Intervention*. NY:Wiley, 2000. ISBN-13: 978-0471299677

Trask, Bahira Sherif, Hamon, Raeann R. (eds.) *Cultural Diversity and Families: Expanding Perspectives*. Thousand Oaks CA:Sage Publications, Inc., 2007. ISBN 978-1-4129-1542-7

Walsh, Froma, ed. *Normal Family Processes: Growing Diversity and Complexity*. 4<sup>th</sup> ed. NY:Guildford Press, 2012. ISBN 978-1-4625-0255-4

Walsh, Froma. *Spiritual Resources in Family Therapy, Second Edition*. NY:Guilford Press, 2009. [Paperback] 978 1 60623 022 0

##### 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. Graduate School of Theology and Ministry 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 is 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 Graduate School of Theology and Ministry. 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 administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Grading  
Course Project; D2L/ reading responses, class activities 50%  
Mid-term, Final 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 skills needed to create an ePortfolio.
  - b. WPA requirements for this course: None
3. Other Policies and/or Procedures
  - a. Consult the Graduate School of Theology and Ministry student handbook for additional policies and procedures.
  - b. In addition to the basic textbooks, supplemental reading will be required from reserve and internet sources. Carter and McGoldrick and Nichols' Handbook will be primary sources on reserve. Students are expected to read assigned materials prior to the class sessions and be prepared to dialogue on related insights and questions. Reserve and/or internet reading assignments will be made in class.
  - c. Class procedures include process, application, and integration of material with heavy student participation rather than just taking notes from lectures.
  - d. Written and/or oral responses are required for some assigned readings.
  - e. Class activities and presentations are utilized to demonstrate the ability to analyze and assess issues within stage transitions and influences on relationship development in family stages for two/three generations.
  - f. A course project will be designed to provide specialized information and application for uniqueness of transitions in both traditional and diverse family forms.
  - g. Students consider case studies related to diversity, family stages, and alternative pathways

- h. Students complete a unit examination and a final over reading assignments and class information. General reviews are provided.
- i. The course requirements included in this syllabus do not automatically apply to students granted an official incomplete for the course. Additional assignments are made to compensate for excessive absences.
- j. Late exams are penalized (10%) and are to be taken before the next class.  
An alternative exam is used, which will not be based on the study guide.
- k. There are grade penalties for excessive absences and tardiness.

## VI. COURSE CALENDAR

Week	Topic	Textbook	
		Anderson	Stewart
1	Orientation, Overview		
2	Conceptual Perspectives	Ch 1, 2	Ch 1
3	Models of Family Functioning	Chs 3, 4	
4	Models of Family Functioning	Ch 5	Ch 2
5	<b>Transition to Adulthood (1)**</b> Mate Selection	Ch. 6, 7	
6	<b>Becoming a Couple (2)**</b>	Ch 8	
7	Communication, Conflict	Chs 9, 10	Exam
8	<b>Transition to Parenthood (3)**</b>	Ch 11,12	
9	<b>Family Tasks at Midlife: Adolescence, Launching (4,5)**</b>	<b>Ch 13</b>	
10	<b>Family in Later Life (6)**</b>	Ch 14	Ch 3,4
12	Alternative Pathways, Relationships	Chs 15, 16	Ch 5,6
13	Alternative Pathways, Relationships	Chs 17, 18	Ch 7,8
14	Alternative Pathways		Ch 9,10

\*\*developmental transitions

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry**

**Master of Arts in Christian Counseling**  
**GCSL 639—Family Development**      **Dr. Mary Mihelich-Ventonis, Instructor**  
**Spring 2015**

This course contributes to student learning outcomes for the Master of Arts in 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	Moderate Contribution	Minimal Contribution	No Contribution
	<b>Theology/Philosophy of Counseling</b>				
	Develop a cohesive theology of counseling with theological reflection on the complexities of the counseling process, emphasizing Spirit-directed change.	X			
	<b>Assessment Techniques</b>				
	Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.		X		
	<b>Clinical/Theoretical Diagnostic Appraisal</b>				
	Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.			X	
	<b>Treatment Plans in Response to Diagnosis</b>				
	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	
	<b>Research Skills and Methodologies</b>				
	Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			X	
	<b>Professional Code of Ethics</b>				
	Demonstrate awareness of professional codes of ethics and the ability to apply those codes to ethical dilemmas.			X	