

Syllabus for  
**PRM 639—Family Development**  
3 Credit Hours  
Spring 2009

I. COURSE DESCRIPTION

Traces the historical development of the family and acquaints students with Biblical, theological, sociological, and psychological aspects of family development. Gives special attention to the developmental and transitional issues of the family life cycle.

Prerequisites: None.

PRM 643 Marital and Family Systems Theory is a **recommended** prior course but is not **required**.

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 and evaluate such research from a Christian perspective.
- C. 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. List and discuss the stages of the family life.
- D. Identify influences on spiritual life as they occur through the stages of family development.
- E. Demonstrate problem-solving skills in the discussion of case studies presented by individual students.
- F. Discuss the effects of divorce, single parenting, remarriage, illness, death, addiction, ethnic issues, violence, and economic issues on the family life cycle.
- G. Express decisions concerning issues of family development from a Judeo-Christian perspective.
- H. 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*. 4th ed. Boston: Allyn & Bacon, 2007.
2. Other  
Carter, Betty, and Monica McGoldrick, eds. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*. 3rd ed. Boston: Allyn and Bacon, 2005. (Reserve Reading)

McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto. *Ethnicity and Family Therapy*. 3rd ed. New York: Guildford, 2005. (Reserve Reading)

Walsh, Froma. *Normal Family Processes: Growing Diversity and Complexity*. 3rd ed. New York: Guildford, 2002. (Reserve Reading)

##### B. Optional Materials

1. Textbooks  
None
2. Other  
*Taylor-Johnson Temperament Analysis Counselor's Kits*, Thousand Oaks, CA: Psychological Publications.

#### 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, video, multimedia, or computer software. 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.
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 ePortfolio requirements. Students should consult the ePortfolio 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 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 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:

Family history, analysis and assessment	30%
Summaries, case studies, reading responses, class activities	20%
Examinations, quizzes	50%
- b. Grading scale:
  - A=90-100%
  - B=80-89%
  - C=70-79%
  - D=60-69%
  - F=59% and below

2. ePortfolio Requirements

- c. 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.
- d. ePortfolio requirements for this course:  
None

3. Other Policies and/or Procedures

- a. Consult the Graduate School of Theology and Missions student handbook for additional policies and procedures.
- b. Students are expected to read assigned material prior to the class sessions and be prepared to dialogue on related insights and questions. Reserve reading assignments are 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. Students present and distribute overviews for reading assignments. Written response assignments are required for some assigned reading from the text and reserve sources.
- e. Students demonstrate their ability to analyze and assess influences on relationship development and family stages for two/three generations through the use of intervention tools and assessment instruments.
- f. Students develop two case studies for presentation in class as time permits.
- g. Students complete a unit examination and a cumulative final.
- h. The course requirements included in this syllabus do not automatically apply to students granted an official incomplete for the course. Additional assignments are made for absences involved.

- i. Late exams are penalized 10%. An alternative exam is used without a study guide.
- j. There are grade penalties for excessive absences and tardiness.

## VI. COURSE CALENDAR

<b>Week</b>	<b>Topic</b>	<b>Assignments Due</b>	<b>Text: <i>Family Interaction</i></b>
1	Orientation, Overview		
2	Conceptual Perspective	<b>Case Studies Begin</b>	Chs. 1- 2
3	Structural Models Intergenerational Models	<b>Summaries Begin</b>	Ch. 3
4	Intergenerational Model/Bowen Model, Coaching		Ch. 4 Carter, Ch. 26
5	Family Diversity, Adolescence to Adulthood (1)**		Chs. 5-6
6	Mate Selection, New Marital System (2)**	<b>Case Study #1 Due</b>	Chs. 7-8
7	Communication and Intimacy		Ch. 9
8	Conflict in Marriage	<b>Midterm Examination</b>	Ch. 10
9	Transition to Parenthood (3)** Parent-Child Relationship		Chs. 11-12
10	Family Tasks at Midlife (4)**		Ch. 13
11	Family in Later Life (5)** Death, Loss, and Bereavement		Chs. 14-15
12	Divorce		Ch. 16
13	Single-Parent Household		Ch. 17
14	Remarriage and Step-Parenting		Ch. 18

\*\*developmental transitions

**Course Inventory for ORU's Student Learning Outcomes**  
**PRM 639—Family Development**      **Dr. Lillian Breckenridge, Instructor**  
**Spring 2009**

This course contributes to the ORU student learning outcomes 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.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spirit-filled Living</b>				
1A	<b>Entry-level competency</b> —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors		X		
1B	<b>Mid-level competency</b> —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry			X	
1C	<b>Candidacy-level competency</b> —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry			X	
<b>2</b>	<b>Outcome #2 – Academic Excellence</b>				
2A	<b>Entry-level competency</b> —Demonstrates an aptitude for graduate theological education		X		
2B	<b>Mid-level competency</b> —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research		X		
2C	<b>Candidacy-level competency</b> —Evidences critical thinking, problem solving, and decision making		X		
<b>3</b>	<b>Outcome #3 – Professional Competence</b>				
3A	<b>Entry-level competency</b> —Demonstrates awareness of professional requirements		X		
3B	<b>Mid-level competency</b> —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling	X			
3C	<b>Candidacy-level competency</b> —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry		X		
<b>4</b>	<b>Outcome #4 – Cultural Relevance</b>				
4A	<b>Entry-level competency</b> —Demonstrates knowledge about cultural diversity	X			
4B	<b>Mid-level competency</b> —Pursues participation in diverse social/cultural contexts	X			
4C	<b>Candidacy-level competency</b> —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts		X		