

MINI 530, Applied Family Systems Theory and Discipleship, Syllabus (3 credits)

COURSE DESCRIPTION

This course focuses on relationship building for leaders in light of sound psychological theories and common psychopathologies. Attention is given to family systems and church family systems, conflict resolution, basic counseling, referral skills, and interacting social structures and services relevant in current ministry culture.

REQUIRED TEXTS & RESOURCES

Friedman, Edwin H. (2011) *Generation to Generation: Family Process in Church and Synagogue*. New York, New York: The Guilford Press. ISBN 978-1-60918-236-6.

McGoldrick, Monica, Gerson, Randy, & Petry, Sueli (2008) *Genograms: Assessment and Intervention*. New York, New York: W.W. Norton & Co. ISBN: 13:978-0-393-70509-6

Schwary, R., (Producer), Redford, R. (Director) (1980) *Ordinary People*: (Motion Picture). United States: Wildwood Enterprises/ Paramount.

AAAC Law and Ethics Committee (2014) *AAACC Code of Ethics*. American Association of Christian Counselors. <http://aacc.net/files/AACC%20Code%20of%20Ethics%20-%20Master%20Document.pdf>

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Sunday
Week 1		
	Family Theory	
	Reading & Video Mini-Lecture (1)	N/A
	Forum 1	Due Week 1, Day 5
	Forum 2	Due Week 1, Day 5
	Reflection Paper	Due Week 1, Day 6
	Genogram Part 1	Due Week 1, Day 7

Week 2	Family Theory (cont'd)	
	Reading & Video Mini-Lecture (2)	N/A
	Forum 1	Due Week 2, Day 5
	Forum 2	Due Week 2, Day 5
	Reflection Paper	Due Week 2, Day 6
	Genogram Part 2	Due Week 2, Day 7
	The Pastor and the Congregational Families	
Week 3	Reading & Video Mini-Lecture (3)	N/A
	Forum 1	Due Week 3, Day 5
	Forum2	Due Week 3, Day 5
	Reflection Paper	Due Week 3, Day 6
	Genogram Part 3	Due Week 3, Day 7
	The Pastor and the Congregational Families (cont'd)	
Week 4	Reading & Video Mini-Lecture (4)	N/A
	Forum 1	Due Week 4, Day 5
	Forum2	Due Week 4, Day 5
	Reflection Paper	Due Week 4, Day 6
	Ministry Philosophy Part 1	Due Week 4, Day 6
	Genogram Part 4	Due Week 4, Day 7
	The Pastor and the Congregational Families (cont'd)	
Week 5	Reading & Video Mini-Lecture (5)	N/A
	Forum 1	Due Week 5, Day 5
	Forum2	Due Week 5, Day 5
	Reflection Paper	Due Week 5, Day 6
	Ministry Philosophy Part 2	Due Week 5, Day 6
	Genogram Part 5	Due Week 5, Day 7
	Pastoral Leadership & the Congregation as Family	
Week 6	Reading & Video Mini-Lecture (6)	N/A
	Forum 1	Due Week 6, Day 5
	Forum 2	Due Week 6, Day 5
	Ministry Philosophy Part 3	Due Week 6, Day 6
	Film Analysis	Due Week 6, Day 7
	The Pastor and the Pastor's Family	
Week 7		
	Reading & Video Mini-Lecture (7)	N/A
	Forum 1	Due Week 7, Day 5
	Forum 2	Due Week 7, Day 5

	Reflection Paper	Due Week 7, Day 6
	Ministry Philosophy Part 4	Due Week 7, Day 6
	Genogram Part 6	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments		Points Possible
Introduce Yourself Forum	1 @ 5	5
Forum 1	7 @ 10	70
Forum 2	7 @ 10	70
Reflection Paper	6 @ 40	240
Genogram	6@ 40	240
Film Analysis	1@140	140
Ministry Philosophy	4@ 60	240
Total Points:		1005

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: As compared to other 'helping professionals,' students will delineate the distinctive relationships with which pastors are engaged vis-a-vis families systems and describe why pastors are uniquely placed among 'helping professionals.' (weeks 1-2)	Program Objective(s)
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	Objective 1.1: The student will analyze the dynamic relationship between the 3 families of the pastor: the individual church family, the community of church families, and the pastor's own family.	3.2
	Objective 1.2: The student will describe the differences between pastoral leadership based upon expertise and pastoral leadership based upon self-definition. (i.e. character)	2.2
	Objective 1.3: The student will explain why pastors are uniquely placed among 'helping professionals' in their capacity to assist families.	2.3;3.2
	Objective 1.4: The student will distinguish between an organic systems model of family process as compared to a linear model of family process.	3.2
	Objective 1.5: The student will describe and inter-relate the five fundamental processes that constitute an organic systems model of family process.	3.2
	Objective 1.6: The student will demonstrate a working knowledge of the Christian foundations of legal and ethical standards for Christian counseling, termination, and referral.	2.4;3.5
Goal 2: The student will delineate and inter-relate key expectations (laws) that derive from an organic systems understanding of family process.		
	Objective 2.1: The student will describe the 'ten expectations (laws)' that derive from an organic systems understanding of family process.	3.2
	Objective 2.2: The student will provide at least one example for each of the 10 expectations (laws) .	3.2
	Objective 2.3: The student will demonstrate a working knowledge of compassion as it relates to legal and ethical standards for Christian counseling, termination, and referral.	2.4;3.5
Goal 3: The student will integrate the fundamental concepts of an organic systems theory of family process with common pastoral practices within a congregation. (weeks 3-5)		*
	Objective 3.1: The student will articulate a philosophy of pastoral ministry relative to families based upon an organic systems theory of family process.	4.1; 3.2;5.1
	Objective 3.2: The student will apply the philosophy of ministry relative to the predictable life span transitions families experience including marriage, birth, parenting, unexpected trauma/illness, aging, and death.	3.1; 4.2; 3.4
	Objective 3.3: The student will demonstrate a working knowledge of competence, consent, and confidentiality as it relates to legal and ethical standards for Christian counseling, termination, and referral.	2.4;3.5
Goal 4: The student will be able to articulate a leadership philosophy that distinguishes between a charismatic, consensual, and self-differentiated character-based approach to leadership. (week 6)		*

	Objective 4.1 The student will distinguish between a charismatic , consensual, and self-differentiated character-based approach to leadership and describe the challenges of each.	2.2
	Objective 4.2 The student will articulate how character-based leadership will serve him/her in ministry in terms of self-care.	2.2
	Objective 4.3: The student will demonstrate a working knowledge of cultural regard as it relates to legal and ethical standards for Christian counseling, termination, and referral.	2.4;3.5
Goal 5: Students will reflect upon how an organic systems understanding of family process, when coupled with a character-based leadership, can benefit them in their own personal families. (week 7)		*
	Objective 5.1: The students will create a growth plan outlining particular steps they will take so as to use the principles of an organic systems model of family process and character-based leadership to strengthen their own personal moral and spiritual development.	2.2; 2.3; 2.4
	Objective 5.2 The student will understand the congregation as a pastoral community and the important place of their understanding certain legal and ethical concerns.	2.4;3.5

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made

with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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