

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDCO 815

FAMILY DEVELOPMENT

COURSE DESCRIPTION

An in-depth study of the development and psychological needs and problems of families, examined through the lens of personality types and family structures. Students will gain understanding of established counseling and intervention techniques used with families and children.

RATIONALE

An exposure to theories, structures, concepts, and frameworks associated with the family is essential to understanding family development. This exposure demonstrates relevancy to real life and brings order to family life in the twenty-first century. This course provides an intersection of theories, concepts, and principles with practical application to everyday life to equip the student in pastoral care and counseling environments for productive ministry.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify the various facets of healthy family development.
- B. Explain the interrelationships of family members in the development of family systems.
- C. Compare prominent family personality types in various family models.
- D. Utilize pastoral counseling concepts in addressing problems found in typical family developments.
- E. Assess the value and effectiveness of pastoral counseling and intervention techniques in typical family development problems.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Family Development Scenario Forums (3)

The Family Development Scenario Forums are designed to give the student opportunities to interact with real life examples/scenarios affecting the family and family development. The student will read and interact with articles supplied in the course materials using the Discussion Board Forum tool and address the prescribed questions associated with each scenario.

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, demonstrate course-related knowledge, and include at least 2 scholarly references. In addition to the thread, the student is required to reply to a minimum of 2 other classmates' threads. Each reply must be at least 250 words and include at least 1 scholarly reference in current APA format.

D. Synchronous (Live) Discussion Forum Sessions (4)

The Live Discussion Forums (LDFs) gives the student the opportunity to discuss course material with the instructor and other students at specific points in the course. The sessions provide occasions to ask questions, clarify positions, and interact with one another. LDF sessions occur during Modules/Weeks 1, 3, 5, and 7.

E. Concept Paper: Perceived versus Informed Concepts of Family Development

This assignment will help the student to conceptualize and identify elements comprising an informed understanding of family development. The assignment concludes with a contrast of the student's perceived concept of family development to his/her informed understanding of family development based upon the readings of Modules/Weeks 1 and 2. The paper must be 5–7 pages.

F. Personal Theory of Family Development

This assignment provides the student with an opportunity to research, formulate, and express his/her understanding of family development. In a well-written 12–15-page paper, the student will present his/her personal theory of family development for use in a marriage and family counseling environment and utilize the resources of the course texts, course materials, and other supporting sources. This assignment will be submitted in 3 parts: Concept, Outline, and Final Submission. The paper must include 8–10 sources.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Family Development Scenario Forums (3 at 150 pts ea)	450
Synchronous (Live) Discussion Forum Sessions (4 at 50 pts ea)	200

Concept Paper: Perceived versus Informed Concepts of Family Development	100
Personal Theory of Family Development	
Concept	50
Outline	50
Final Submission	150
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

D. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

E. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

F. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

G. Dual Relationships

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

H. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

I. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDCO 815

Textbooks: Balswick, *The Family: A Christian Perspective on the Contemporary Home* (2014).
 Carter & McGoldrick, *The Expanded Family Life Cycle* (2016).
 Garland, *Family Ministry: A Comprehensive Guide* (2012).
 Kostenberger, *God, Marriage, and Family* (2010).
 Yarhouse, *Family Therapies: A Comprehensive Christian Appraisal* (2008).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Carter & McGoldrick: chs. 1–3 Garland: chs. 2, 7 Yarhouse: chs. 1–2	Course Requirements Checklist Class Introductions Synchronous (Live) Discussion Forum Session 1	10 0 50
2	Balswick: chs. 2, 8, 19 Carter & McGoldrick: ch. 8 Garland: ch. 4 Kostenberger: ch. 6 Yarhouse: chs. 3–4	FDS Forum 1 Thread Concept Paper: Perceived versus Informed Concepts of Family Development	100 100
3	Balswick: ch. 13 Carter & McGoldrick: chs. 6–7 Kostenberger: ch. 10 Yarhouse: chs. 5–6	FDS Forum 1 Replies Synchronous (Live) Discussion Forum Session 2	50 50
4	Balswick: chs. 6, 14, 16 Carter & McGoldrick: chs. 9, 14–15 Garland: ch. 6 Kostenberger: ch. 7 Yarhouse: chs. 7–8	FDS Forum 2 Thread	100
5	Balswick: ch. 9 Carter & McGoldrick: chs. 10, 13, 16 Kostenberger: chs. 8–9 Yarhouse: chs. 9–10	FDS Forum 2 Replies Personal Theory of Family Development: Concept Synchronous (Live) Discussion Forum Session 3	50 50 50
6	Balswick: ch. 17–18 Carter & McGoldrick: chs. 20–22 Kotsenberger: ch. 11 Yarhouse: chs. 11–12	Personal Theory of Family Development: Outline	50
7	Yarhouse: Review chs. 1–12	FDS Forum 3 Thread Synchronous (Live) Discussion Forum Session 4	100 50

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
8	Balswick: ch. 10 Carter & McGoldrick: chs. 17–19	FDS Forum 3 Replies Personal Theory of Family Development: Final Submission	50 150
TOTAL			1010

DB = Discussion Board

FDS = Family Development Scenario

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.