

## 03CO5150 MARRIAGE & FAMILY COUNSELING

**3 Credit Hours**

Spring 2021

Tuesday 8AM — 12PM

Reformed Theological Seminary: Charlotte

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**Office hours:** By Appointment

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### **Course Description**

This course focuses on the complex dynamics involved in marriage, parenting, and family dysfunction. Beginning with a biblical understanding of the nature of marriage and the family, topics such as singleness, pre-marital counseling, marital conflict, sexuality, and parenting will be addressed.

## Course Materials

There is a lot of reading, but these books are not nearly as difficult as the reading in most of your other classes. This isn't Bavinck or Ridderbos. No whining!

### Required Reading

Gottman, John. *The Seven Principles for Making Marriage Work*. New York, NY: Harmony, 1999.  
320 pp. ISBN 0553447718

Harvey, Dave. *When Sinners Say I Do*. Wapwallopen, PA: Shepherd Press, 2007.  
183 pp. ISBN 0976758261

Keller, Tim. *The Meaning of Marriage*. Boston, MA: Dutton, 2011.  
281 pp. ISBN 0525952470

Newheiser, Jim. *Marriage, Divorce and Remarriage*. Phillipsburg, NJ: P&R Publishing, 2017.  
294 pp. ISBN 1629953164

Newheiser, Jim. *Parenting is More than a Formula*. Phillipsburg, NJ: P&R Publishing, 2015.  
73 pp. ISBN 9781596388185 (minibook)

Tripp, Tedd. *Shepherding a Child's Heart*. Wapwallopen, PA: Shepherd Press, 1995.  
215 pp. ISBN 0966378601

The expectation is that students will read every word of these books to receive full reading credit. If you have already read any of the assigned readings you may either read them again word for word or contact the professor for an alternative assignment. Students will be expected to come to class ready to discuss the contents of the book on the date the reading assignment is due. Students will be graded based on class participation and their self-reporting according to the following rubric (appended to Canvas):

Percentage of the book read the book word-for-word
Percentage of the book skimmed
Read by due date (Yes or No)

### Extra Credit Reading

(not required, but extra credit if you report having read this book)

Borgman, Brian. *After They are Yours*. Cruciform Press. 2014.  
122pp

Fitzpatrick, Elyse and Newheiser, Jim. *When Good Kids Make Bad Choices*. Eugene, OR. 2005.  
246pp

Newheiser, Jim and Fitzpatrick, Elyse. *You Never Stop Being a Parent*. Phillipsburg, NJ: P&R Publishing, 2010.  
191 pp.

## **Assignments And Assessments**

This course is entirely electronic in its submitting of assignments. Each assignment will be uploaded to Canvas in the appropriate portal. If you are unfamiliar with this process, make sure you schedule a time in advance with Nate Brooks (program coordinator) to learn how to utilize Canvas.

### **1. Reading Reports**

Students are to turn in a report stating the percentage of each book or pamphlet read by the due date. No summaries are required on this page. The reading report form can be found in the files section in Canvas.

### **2. Reflection Paper**

Students are to write a 2-page reflection paper on how they have been impacted by their familial upbringing. Topics to think through in this paper are attitudes towards the gospel and holiness, conflict, finances, love, gender roles, etc. Your paper need not address each of these topics and may include other topics; these are simply ideas to prime the pump.

### **3. Research Paper**

Students will select a topic related to marriage & family counseling and write a 10-12 page research paper. This paper must advance a thesis and make a case for that thesis through research-backed argumentation. Students are highly recommended to read the materials in the research paper folder on Canvas for aid in formulating and arguing a thesis. Papers are to have a minimum of 6 academic sources (books, journal articles, etc.). Students will submit a topic towards the beginning of the semester (see course schedule) to receive approval.

### **4. Mid-term Case Studies**

You will be given more one or more case studies about which you will have to answer specific questions. You may use an unmarked Bible without a concordance. A preparation guide will be posted on Canvas giving the expectations for your response.

### **5. Final exam**

Your final exam will take the form of questions from lectures and reading plus case studies. This will be done during the finals week block for this course. You may use an unmarked Bible without a concordance.

### **6. Class Attendance and Participation**

It is very important to me that you attend each class and that you be on time. Students who are late or who miss class without valid excuse will be penalized for each unexcused tardiness or absence.

## **Late Assignments**

Assignments are due at the beginning of the class indicated in the Course Schedule. Assignments not submitted at this time are considered late and will be penalized.

## **Course Grading**

Reading Report	25%
Family Influence Reflection	10%
Research Paper	25%
Mid-term	15%
Final Exam	25%

### **Grading Scale**

Standard RTS Grading Scale

## **Nuts And Bolts**

### **Special Needs**

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., audio recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course.

### **Disclaimer**

During the course of the semester the professor reserves the right to modify any portion of this syllabus as may appear necessary to the professor because of events and circumstances that occur during the term.

## **Classroom Policies**

- All classroom policies at RTS Charlotte are expected to be followed.
- Guidelines for papers submitted in this course can be found as a separate document on Canvas. **Reading this document and following its instructions is essential for you to pass this course.**
- Students are required to cite all sources consulted for a written assignment. Students who plagiarize or cheat in any other manner are guilty of academic misconduct and will be reported to the Dean of Students. This will result in disciplinary action up to and including failure of the course and academic dismissal.
- Laptops are welcome in class for note taking only. Only word processing programs may be open during class; no browsers, email programs, social media feeds, or any other program is to be used. Please silence cell phones and do not text, Facebook, Snapchat, Instagram, or whatever else desperately beckons for your attention during class.

## Schedule

\*Please note that the course schedule is subject to change at the prerogative of the professor

Date	Topics	Assignments Due
February 2	God's Design for Marriage	Reading Due: Newheiser, <i>MDR</i> p. 1-78
February 9	Singleness, Preparing for Marriage, courtship, pre-marriage counseling	Reading Due: Newheiser p. 85-102; Keller p. 1-78
February 16	Marriage Roles	Reading Due: Newheiser p. 79-84,103-141; Keller p.79-190 Impact of Family Reflection Submit Paper Topic
February 23	Preserving & Strengthening Marriage, Communication	Reading Due: Newheiser p. 142-164; Keller 191-282
March 2	Misunderstandings of submission	—
March 9	Finances in marriage Sex: From Idol to Blessing	Reading Due: Gottman
March 16	Spring Break	—
March 23	Gottman discussion Love Languages	Reading Due: Harvey Mid-term available 3/22-4/5
March 30	Rebuilding a Marriage After Sexual Sin	Reading Due: Newheiser, <i>MDR</i> p. 245-253
April 5	—	Mid-term due by noon
April 6	Divorce and Remarriage	Reading Due: Newheiser, <i>MDR</i> p. 197-238
April 13	Divorce and Remarriage	Reading Due: Newheiser 239-244, 254-294
April 20	Parenting is more than a formula, rebellious kids	Reading Due: Parenting is More than a Formula; When Good Kids Make Bad Choices (optional); You Never Stop Being a Parent (optional)
April 27	Parenting – relationship between parents and adult kids.	Reading Due: Shepherding a Child's Heart
May 4	Blended Families Infertility, miscarriage, adoption Helping Children with Learning Disabilities/ADHD	Reading Due: After They Are Yours (optional) Research Paper Due
May 12	—	Reading Report Due
5/13 -5/18	Final Exams	

**Exams may be conducted outside of class time. In this case, students will be asked to adhere to the following process:**

## **Student Instructions for Exams with LockDown Browser**

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link: <https://download.respondus.com/lockdown/download.php?id=998253613>
  - o This link is ONLY for RTS students and covers Mac and Windows applications.
  - o Be sure that you are able to login to your Canvas account from the LockDown Browser before scheduling a time to take your exam.
  - o The LockDown Browser application is already installed on the computers in the RTS Charlotte library. (Note that if you elect to use the library computers, your proctor must still be present throughout the duration of the exam.)
  - o If you use internet filtering software (for example, Covenant Eyes) you may need to disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL:  
<https://rts.instructure.com>
2. Make arrangements with a proctor to supervise the exam within the date timeframe set by the professor. The proctor cannot be a family member, current RTS student (current = taken a class within the past year but not yet graduated), or member of the library staff. Typical proctors are pastors or church staff members. The document "Procter Expectations Letter.doc" has been provided on your Canvas homepage in order to facilitate communication with your proctor. For your convenience, there will be several on-campus proctor blocks where a proctor will be available to supervise your exam. Dates and times will be posted on Canvas and announced in the weekly Semper.
3. The proctor must observe student taking exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the specified date window in the syllabus or for finals, Academic Calendar:
  - a. Start the LockDown Browser application using a wired or known reliable WIFI connection. We do not recommend using restaurant or coffee shop WIFI to take exams.
  - b. Have your student ID number available to input into the exam.
  - c. If you use internet filtering software, you may need to disable it before beginning an exam with LockDown Browser.
  - d. Login to your Canvas account using your Self-Service username and password. If you need to reset your Self-Service password, you may do so at <https://selfservice.rts.edu>.
  - e. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#).
  - f. Time clock will begin once you open the exam.
  - g. Exam must be completed in one sitting. You may not exit and return to exam later.
  - h. The exam will contain questions requiring the proctor contact information, an honor pledge, and certification that your proctor was present during the entire exam period.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if internet service goes out during exam), the proctor should contact the course TA. While the TA's may not be immediately available, the date and time of the email will document when the issue was reported. Please have your TA's contact information available for your proctor before opening the exam. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computers.

**Please also adhere to the following RTS internet usage protocol:**

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.



### Course Objectives Related to MACC Student Learning Outcomes

Course: CO5150 - Marriage & Family Counseling  
 Professor: Dr. Jim Newheiser  
 Campus: Charlotte  
 Date: Spring 2021

<b>MACC Student Learning Outcomes</b>	<b>Rubric</b>	<b>Mini-Justification</b>
<p><i>In order to measure the success of the MACC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MACC outcomes.</i></p>	<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>COUNSELING KNOWLEDGE</b> Demonstrate knowledge of counseling theories and modern anthropology.	Strong	Course emphasizes the outworking of lostness and redemption in the context of marriage and the family. Theories of care are discussed and analyzed.
<b>COUNSELING SKILL</b> Ability to apply biblical truths and common-grace insights in a variety of counseling settings.	Strong	Students are prepared to address challenging situations involving multiple parties.
<b>SCRIPTURE</b> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Strong	Scripture is presented as the chief method through which the Holy Spirit brings forth genuine heart transformation.
<b>REFORMED THEOLOGY</b> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Moderate	Material is not applicable from an exclusively reformed position; however, the sovereignty and care of God for his creatures in covenant with him is extensively discussed.
<b>SANCTIFICATION</b> Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	The course will cover singleness, marriage, and family. Course concepts address both counseling and marriage in general personal application is made.
<b>WINSOMELY REFORMED</b> Embraces a winsomely Reformed ethos.	Moderate	Course addresses reformed concepts of covenant and relationship in a winsome manner.