

LIDLAW COLLEGE

Te Wananga Amorangi

535.715 Family Life Ministry Course Assessment and Delivery Outline

Campus: Distance Learning

Semester 2, 2015
NQF Level: 7, 15 credits

CONTENT OVERVIEW

1. Defining and educating the family
2. Introducing family systems theory
3. Ordinal Theory, differentiation and individuation, and the family life cycle
4. Tools for analysis of the family, secrets and the healthy family
5. Understanding family processes and the circumplex model of family
6. A biblical theology of family
7. Thinking about marriage
8. Parenting
9. The suffering family
10. The family torn
11. Strengthening families – part 1
12. Strengthening families – part 2

ASSESSMENT TASKS AND DUE DATES

There are four assessment tasks.

1. Participation in Online Discussion

<i>Learning Outcomes:</i>	1, 3
<i>Due Dates:</i>	Sunday midnight end of semester weeks 1, 4, 7, 8, 9, 10, 12
<i>Percentage Weighting:</i>	15%
<i>Word Count:</i>	As specified below

In several lessons of this course you will be required to engage in compulsory Online Discussions. These will usually require you to make an initial posting of 200 words on the Online Discussion Forum. In addition to your initial posting, you will be required to make at least one further posting of at least 50 words which interacts with what your fellow students have said. The second posting for each assessment exercise must be within 7 calendar days of the due date for the initial posting.

The online discussion for weeks 7-10 forms a significant part of the Family Issues assignment. Further details about this are contained in your course materials.

2. Genogram

<i>Learning Outcomes:</i>	2, 5
<i>Due Dates:</i>	Midnight Sunday of semester week 5
<i>Percentage Weighting:</i>	35%
<i>Length:</i>	2000 words for written presentation

For this assessment you will need to research and document your family history to three generations. On the basis of your research, develop visual (genogram diagram) and written

(essay) presentations to record and interpret significant information. Use guidelines supplied in the course materials for questions, purpose, conventions on symbols, etc.

i. Genogram Content

Your genogram should include names, occupations, cause of death, age at marriage/death, living situations (e.g. extended family, geographically distant, mobility), Christian commitment (e.g. denominational, evangelical, etc), loyalty to clubs, societies, etc., relationships/communication (e.g. close/distant, conflictual, etc.), financial/socioeconomic factors.

ii. Criteria for Genogram

The visual presentation

This will include:

- scope – three generations or more
- family tree details – few or no gaps
- genogram detail – specificity of information, key, clarity, neatness
- superscript numbers for references across to your written text.

The written presentation

Specify particular details in any of the following areas (where appropriate, reference the superscript numbers from the genogram diagram):

- general background to family life
- significant factors shaping your personal history
- trends (i.e. repetitions over generations)
- exceptions
- implications for the future.

The written presentation should be in essay style and evidence a capacity to interpret factual material in the light of family systems theory. It should also show evidence of interaction with wider literature beyond the course readings.

3. Family Issues Assignment

<i>Learning Outcomes:</i>	3, 5
<i>Due Dates:</i>	Midnight Sunday at the end of Study Week 1 for the Seminar paper
<i>Percentage Weighting:</i>	25%
<i>Length:</i>	2000 words for seminar paper

This assignment is made up of two components:

- a. Students will write a seminar paper (2000 words) for presenting the topic they have chosen, to a stated church or community group, from a list of four possible areas (thinking about marriage, parenting, the suffering family, the family torn). It should contain explanation and application. It is anticipated that students will give permission for their papers to be made available to the class as a resource that all can use and refer to in the future.
- b. Students will also set and facilitate online discussion questions for their fellow class members, based around the topic they have chosen for their seminar paper. These questions will require all students to engage with readings provided in the course material as part of this online class discussion. (See assessment task #1)

4. Essay

<i>Learning Outcomes:</i>	1, 4, 5
<i>Due Dates:</i>	Midnight Sunday at the end of Study Week 2
<i>Percentage Weighting:</i>	25%

Length:

2000 words

As a Christian, how would you define and defend the concept of family? In the light of this, discuss ways in which the Christian community can encourage the development of strong families. Are there practical or theological issues which need to be addressed in implementing a programme developed from this? Your essay should show evidence of interaction with wider literature beyond the course readings.

CRITERIA FOR ASSESSMENT

1. Participation in Online Discussion

Before beginning your first online discussion, please see the grading grid (rubric) on the “online discussion grading guide and mid-semester feedback” for further details on how these criteria will be applied.

- Engagement with material
- Constructive engagement with others
- Structure and presentation
- Timeliness

2. Genogram

Visual Presentation

- Minimum of three generations, few gaps
- Well constructed, neat, symbols correct, key supplied
- Information (names; occupations; cause of death; age at marriage, death; living proximity; Christian faith; clubs etc; relationship quality; socio-economic)

Written Presentation

- Background to family
- Helpful interpretation of history and how it has shaped events
- Careful analysis of trends and exceptions
- Thoughtful discussion of implications
- Discussion of integration with family systems theory

3. Family Issues Assignment

Online Involvement

- Expectations met regarding setting of online discussion questions
- Effective facilitation of online discussion

Seminar paper

- Evidence of a wide range of relevant reading, including outside course materials
- Clear analysis and synthesis of ideas on the chosen topic
- Appropriateness of the material for the target audience
- Creativity, originality and practical usefulness of material
- Communication and Presentation: Clarity, format, spelling, grammar; Annotation and bibliography.

4. Essay

- Evidence of reading beyond set course readings
- Definition and defence of the concept of family
- Clear identification and discussion of the issues
- Depth of critical analysis of the Christian community’s possible response
- Incisive synthesis of ideas
- Communication and Presentation: Clarity, format, spelling, grammar; Annotation and bibliography.

LEARNING HOURS

Coursework	50 hours
Participation in Online Discussion	15 hours
Genogram	35 hours
Family Issues Assignment	25 hours
Essay	25 hours
Total	150 hours

Although this guideline regarding learning hours is not intended to be applied rigidly, it should help ensure a balanced workload.

TEXTBOOKS

There is no required textbook for this course

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