

# Andrews University

DSRE503

*MARRIAGE, FAMILY AND INTERPERSONAL RELATIONSHIPS*

May 12-16, 2019

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## GENERAL CLASS INFORMATION

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Class location: Northern New England Conference—479 Main St., Westbrook, Maine  
Class time/day: Sunday 6-9:30 pm. Monday-Thursday 8am to 6pm—1 Hour noon break  
Credits offered: 03 credits

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## INSTRUCTOR CONTACT

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Instructor: Dionisio Olivo – D. Min.  
Telephone: (978)368-8338, (978)514-0507  
E-mail: [dionisioolivo@gmail.com](mailto:dionisioolivo@gmail.com)  
Office Location: 400 Main Street South Lancaster, MA 01453

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## COURSE DESCRIPTION

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"Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ's example as they interact with persons from all segments of society."

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## COURSE MATERIAL

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### Required:

1. Lamanna, M. A. Riedmann, A. Stewart. S. D. (2018, 13th Edition). *Marriages, Families, and Relationships: Making Choices in a Diverse Society*. Cengage Learning. Stamford CT:
2. Balswic k, J. O. & Balswick, J. K. (2014). *The Family*, (4<sup>th</sup> Ed.). Grand Rapids, MI: Baker Academic.
3. White, E. G. (1957), *El Hogar Cristiano*, Boise, ID: Pacific Press Publishing Association.

4. Köstenberger, A. J. & Jones, D.W. (2004). *God, Marriage, and Family*. Wheaton, IL: Good News Publishers.

**Recommended:**

1. Stahmann, R. F. & Hiebert, W. J. (1997). *Premarital and Remarital Counseling*. San Francisco, CA: Jossey-Bass
2. O'Reggio, Trevor. (2005). *Marriage in the Ten Commandments*. Author published.
3. Sedlacek, D. & B. (2015). *Cleansing the Sanctuary of the Heart: Tools for Emotional Healing* (2<sup>nd</sup> Ed.). Mustang, OK: Tate Publishing.

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**REVISION STATEMENT**

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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**OUTCOMES**

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**Program Learning Outcomes (PO)**

***MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes***

1. To offers insightful perspectives on the diversity of our modern society, including different ethnic traditions and family forms.
2. To instruct on how to deliver effective biblically based sermons oriented toward the strengthen of the Family
3. Bringing a balanced presentation that discusses a variety of theoretical perspectives (e.g., family ecology, structure-functional, interaction-constructionist, family systems, biosocial), emphasizing both social structure and the importance of the individual, under proper biblical interpretation skills.
4. Understands the historical–theological and missional development of the Adventist Church.
5. Trains church members for evangelism in a multi-ethnic environment.
6. Capable of reaching specific social groups.

**Student Learning Outcomes (SLO) The student should be able to:**

1. Articulate a Christian view of marriage and family dynamics through an exploration of Biblical principles and supporting research from the professional community.
2. Model transparency and vulnerability about one's own family history by sharing their personal story in writing and with one other person, thereby initiating a process of personal and familial healing.

3. Explain reasons, beliefs, and attitudes that lead them to avoid associating with certain kinds of people and make their best efforts to remedy these interpersonal deficits by developing healthy relationships with individuals they might otherwise avoid, or with whom they have difficult relationships.
4. Identify generational patterns in their families of origin (physical, emotional, relational, behavioral) and make their best efforts to address observed any irregularities or dysfunctions while affirming and strengthening their healthy ways of relating to others.
5. Evaluate their interpersonal skills and make their best efforts to address skill deficiencies and to enhance skill proficiencies.
6. Conduct pre-marital preparation for couples, addressing the sensitive issues that typically arise as people prepare for marriage and as they make adjustments in the early years of marriage.
7. Develop competence in the areas of addiction, divorce, and domestic violence so that they will be able to address these challenges effectively in pastoral ministry.

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**TOPICS AND ASSIGNMENTS**

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Month	Date	Class Topic	Assignments Due
<b>As of May 10, 2019</b>		<p>Complete <i>30 hours of reading</i> from the Required and Recommended list of books, above.</p> <p>The Report will consist of two pages summary of each one of the Recommended books</p>	<p><b>May 10, 2019</b></p> <ul style="list-style-type: none"> <li>• Two days before the beginning of the class, submit the report in the Learning Hub before 6:00 pm</li> <li>• Late reports—6 points deduction out of 100 points.</li> </ul>
<b>May 2019</b>	Sunday May 12	<ul style="list-style-type: none"> <li>• Review course requirements</li> <li>• Introduction to a wide comprehension of the course.</li> <li>• Defining Family</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	13	<ul style="list-style-type: none"> <li>• <b>Issues for Thought</b> – Which of these is a Family?</li> <li>• Biblical View of marriage</li> <li>• Social Trends that Impact Family</li> <li>• Marriage and Families</li> <li>• Making Choices</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject

	14	<ul style="list-style-type: none"> <li>• Marriage, Relationship and Family</li> <li>• A Family of Individuals</li> <li>• Love and Commitment</li> <li>• Developing Relationship and moving to Commitment</li> <li>• Cohabitation, Marital Quality and Stability</li> <li>• Marriage and Life Satisfaction. How does Marriage Matter?</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	15	<ul style="list-style-type: none"> <li>• Tools for Premarital Counseling and Marriage Enrichment</li> <li>• Parents Children Relationship</li> <li>• Biblical Christian Marriage</li> <li>• Domestic Abuse: Forms and Repercussions</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject

	16	<ul style="list-style-type: none"> <li>• Biblical Sexuality</li> <li>• Divorce in the Bible</li> </ul>	<i>Devotional.</i> Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week. Presentations are graded by peers from a 1-10 point scale. <b>(10 points</b> of the final grade).
<b>August</b>	16		<b>Final project is due today (August 16, 2019—6 pm).</b> Two Power Point Presentations on Marriage and Family Topics and Present at least one of them at their Local Church should be posted today by 6 pm. These Power Point Presentations must be posted in the Learning Hub, <b>6 pm.</b>
<b>September</b>	16		Late assignments receive no more than a <b>B</b> by midnight on this day ( <b>September 16, 2019</b> ).

October	16		Late assignments receive no more than a <b>C</b> by midnight this day ( <b>October 6, 2019</b> ).
October	30		<b>172 days from the first day of class</b> . Students who have not completed all intensive requirements by <b>October 30, 2019</b> will receive an F and will need to repeat the class.

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### GRADING AND ASSESSMENT

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#### Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments:

- Class Lectures and guided studies: 45 hours
- Pre Intensive Reading Report: 30 hours
- Post-Intensive Project Report: 60 hours
- **Total:** **135 hours**

#### Criteria for Grades

- Pre-Intensive Reading Report 30 Points
- During the intensive group presentation 10 points
- Post Intensive Project Report (20 pages) 60 Points
- **Total:** **100 Points**

#### Reading Report Criteria

- A total of 30 hours from the required and recommended list—1 point per hour read—up to 30 hours. *This report is due (May 10, 2019) before 2 PM.* The report must be posted in the Learning Hub. There is a 6-point deduction for late submission of this report.

#### Collaborative Learning Presentation

- Course participants will be organized in small groups during the first day of class to discuss and research on a ministerial challenge or issue. Time will be allowed during the week for this task.
- The findings will be presented to peers using Power Point technology during the last day of class (**May 16, 2019**).
- The presentation should take no more than **30 minutes** and the Power Point slides should be shared with all classmates.
- Each participant will grade group members with a 1-10 scale taking into account **a)** Contents, **b)** organization of the material, and **c)** delivery. The points will count towards the final grade of the course.

#### Post Intensive Project

- Students will have 3 months after the intensive to prepare two Power Point Presentations on Marriage and Family Topics and Present at least one of them at their Local Church. These two

Power Point Presentations will be in addition to the one to be presented at the end of the Intensive.

- *These two Post Intensive Project Power Points are due on August 16, 2019.*

### **Passing Grades**

Passing grades should be C or above, based on the following percentages:

A	=	95- 100%	B-	=	80-82%	D+	=	67-69%
A-	=	90 - 94%	C+	=	77-79%	D	=	60-66%
B+	=	87- 89%	C	=	73-76%	F	=	Less than 60%
B	=	83- 86%	C-	=	70-72%			

### **Assignment Submission**

Assignments should be submitted in MSW files to the professor's email (dionisioolivo@gmail.com)

### **Late Submission Penalties**

- Pre intensive—Due first day of class (6 points deduction)
- Post-Intensive project (See explanation of deductions under “Due Date” in the “Topics and Assignments” Table).

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## **CLASS POLICIES**

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### **Classroom Seating**

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

### **Disability Accommodations**

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.”

*AU Bulletin*

### **Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”.

*AU Bulletin*

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardiness are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

*AU Bulletin*

### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

*AU Bulletin*

### **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

*AU Bulletin*

### **Language and Grammar**

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom

in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.



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## INSTRUCTOR PROFILE

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Dionisio Olivo (D. Min)

**Education:**

2015 Andrews University, Berrien Spring, Michigan.

Doctor of Ministry

1993 Catholic Charities, CPE Division, Queens NY

Clinical Pastoral Education – Two Units

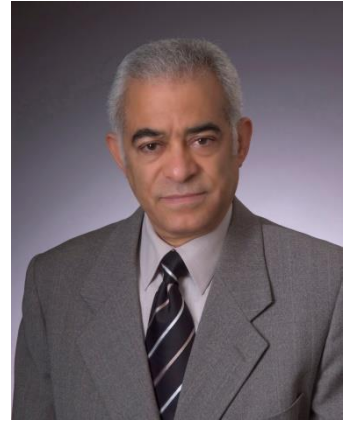
1991 Andrews University, Berrien Spring, Michigan

Master Pastoral Ministry – Counseling

1986 Hunter College, CUNY, New York, NY

Master Clinical Psychology – 20 Credits

1972 Antillean College, Puerto Rico, BA – Theology



**Professional Experience**

2006 – Present. Vice-President, Family Ministries Director Atlantic Union Conference

1997 – 2006. President, Greater New York Conference

1992 – 1997. Ministerial/Youth Ministry Director, Greater New York Conference

1981- 1992. Local Church Pastor, Greater New York Conference

1973 – 1980 Departmental Director, Church Pastor. Dominican Republic

Has presented many seminars and workshop in different settings on family matters and written for different magazines on the same and other matters.