

MAS 648 Applied Family Systems
2 hours credit/ 3 units CEUs
Monday, Tuesday, Thursday, Friday 1:30-5:00 p.m.
January Intercession 2009

Instructor Name	Rev. Claudell Hefner County M.A.
Office Hours	11:00-1:00 daily; by appointment
Telephone	school 816-251-3535 Ext. 2160; home 816-525-3205
E-Mail	countych@unityonline.org or ccounty@kc.rr.com
Required Texts	Steinke, P. (2007). <i>Congregational Leadership in Anxious Times</i> . Herndon, VA: Alban Institute.
Other Required Reading	handouts and websites
Recommended Reading * All of these are highly recommended for current and lifelong learning.	-Boers, A. (1999). <i>Never call them jerks: Healthy responses to difficult behavior</i> . Herndon VA: The Alban Institute. -Steinke, P. (1996). <i>Healthy congregations: A systems approach</i> . Herndon VA: The Alban Institute. -Richardson, R. (1996). <i>Creating a healthier church: Family systems theory, leadership, and congregational life</i> . Minneapolis: Fortress Press. ISBN 0-8006-2955-8 -Friedman, E., (1990), <i>Friedman's Fables</i> , New York, Guilford Press.

Course Description

This class explores family systems theory applied to the church environment. Students will examine their own family system and relate their awareness to their past and current personal and organizational experiences. Students will use systems theory to see the spiritual wholeness within the church and learn leadership skills to facilitate healing.

Learning Objectives

Upon completion of this course, students will be able to:

1. Apply family systems theory to case studies.
2. Identify and analyze systems operating in personal and organizational relationships.
3. Use systems theory and vocabulary to interpret dysfunctional behaviors and take corrective action in the church setting.

Class Schedule

Class	Date	Topic	Reading Assignment	Paper/Exam/Activity
1	1/5 Mon	Discussion of Family Systems Theory. Friedman's Fables Discussion	Handouts. CLAT book: forward & preface.	Discussion
2	1/6 Tues	The Leader's Presence & Anxious Souls	p. 1-18	Reflection due
3	1/8 Thurs	The Balancing Act & The on-Anxious Presence	p. 19-46	Reflection due
4	1/9 Fri	The Leader's Functioning & Holy Tissue	p. 47-64	Reflection due
5	1/12 Mon	Influencing the Emotional Field & The Essential Edge	p. 65-96	Reflection due
6	1/13 Tues	The Leader's Challenges & We versus They	p. 97-118	Reflection due
7	1/15 Thurs	Rocking the Emotional Boat & To challenge or to Survive	p. 119-162	Reflection due
8	1/16 Fri	People of the Charm	p. 163-175	Case Study due

Assignments for the Master of Divinity and Certificate Program:
Grading

Assignment	Possible Points	Due
1. Six Reflections After each session, write a one page, single-spaced, 12 pt New Times Roman, reflection paper. State your thoughts and feelings about the material covered in class. You may project application in ministry in the paper and your speculation about your abilities in this area. Include a brief though about how you will improve your skills in each paper.	Possible 10 each; 60 cumulative	The day following the class lesson & discussion.
2. Case Study The case study will be a composite sketch of a situation in a typical church. Detailed instructions to follow will be given in class. You will use the knowledge gained from the book and class discussions.	20	Due last day of class.
Class attendance, preparation and participation. See policy below on absences. Absences will need to be made up, prepared for in advance, with permission or will include a letter grade difference.	20	

Final Grade Determination:

90-100 points = A
80-89 points = B
70-79 points = C
Below 70 = F

Expectations of Students

Students are expected to come to class having read the assigned material and being prepared to discuss it.

In addition, students are expected to work to their best quality. My assignments are designed to be immediately applicable to you. Make them real.

Classroom Protocol

To maintain an atmosphere of learning, please be on time, respect each other's ideas, balance speaking and listening, share the center stage, prepare for each class, return from breaks on time, take adult breaks if needed, and take everything to prayer.

Late Assignment Policy

A late assignment will have a point deducted for each day late. Please see me if you need to alter a due date for any reason.

Attendance Policy

Absences will not be allowed for this intensive two weeks. If absence is necessary, you must talk with me. These absences may require additional work and/or a lowering of grade.

Academic Honesty

Unity Institute assumes that all students desire to pursue their academic and transformational work with honesty and scholarly integrity. Cheating, plagiarism, facilitating academic dishonesty and misrepresentation of self or other students are prohibited. Students may seek the assistance from others as long as the student submitting the assignment is actually doing the work.

If a faculty member discovers a student violating academic honesty the following penalty may be applied, depending upon the severity of the infraction:

1. A reduced grade for the assignment.
2. A grade of zero for the assignment.
3. An "F" for the course.
4. Remand the decision to the full faculty.

A report will be sent to the faculty, the Dean, as well as kept in the student's permanent file.

For further information about academic honesty, students are directed to review the Unity Institute Catalog and Unity Institute Student Handbook.

Special Concerns

If students have any special concerns and/or challenges that may affect their performance in this course, they are encouraged to speak with the instructor immediately so that any accommodations, if necessary, may be made.

Selected Bibliography

Boers, A. (1999) *Never call them jerks: Healthy responses to difficult behavior*. Bethesda, MD: The Alban Institute.

Friedman, E (1990) *Friedman's fables*. New York: The Guildford Press.

Friedman, E. (1985) *Generation to generation: Family process in church and synagogue*. NY: The Guildford Press.

Gilbert, R. (1992) *Extraordinary relationships: A new way of thinking about human interaction*. New York: John Wiley & Sons, Inc.

Kerr, M. (2005). *One family's story: A primer on Bowen theory*. Washington DC: Bowen Center for the Study of the Family. www.thebowencenter.org ISBN 0-9658540-2-7

Richardson, R. (1996). *Creating a healthier church: Family systems theory, leadership and congregational life*. Minneapolis: Fortress Press. ISBN 0-8006-2955-8

Steinke, P. (1993) *How your church family works: Understanding congregations as emotional systems*. Bethesda, MD: The Alban Institute. ISBN 1-56699-110-22

Steinke, P. (1996) *Healthy congregations: A systems approach*. Bethesda, MD: The Alban Institute.

Williamson, R. (2004). *Charting self: The beliefs chart as a tool for change*. Lombard, IL: Lombard Mennonite Peace Center. www.LMPeaceCenter.org