

Course: CO347 LS & NE Counseling the Non-Traditional Family
Credit: 3 credit hours
Semester: Fall Session #1 (8/19/25- 10/7/25)
Time: Online: Tuesday 6:00pm-9:00pm
Instructor: **Jan Larkins, M. Ed.**
Email: jan.larkins@calvary.edu

I. DESCRIPTION

This course will study the non-traditional family units created by death, divorce and re-marriage as well as the mature single adult. The childless couple's dilemma will be considered. Skills necessary for effectively counseling non-traditional families will be examined. (Prerequisite: CO244 Introduction to Biblical Counseling)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Demonstrate an increased awareness of the issues faced by non-traditional family units (PLO 3, 4).
2. Formulate a counseling plan to assist non-traditional family units with shame, forgiveness, healing, and restoration (PLO 2, 3, 4, 5).
3. Employ Bible passages that provide hope and encouragement for non-traditional family units (PLO 3, 4, 5).

B. Specific competencies to be achieved. The student will:

1. Identify areas of possible conflict during and after divorce and coping methods for these conflicts (PLO 3, 4, 5, 6).
2. Express a clear set of guidelines for couples who are blending two family units (PLO 3, 4, 5, 6).
3. Articulate elements of the grieving process and formulate a plan for healthy grieving after the loss of a spouse (PLO 3, 4, 5, 6).
4. State clearly the legal and ethical problems posed by new reproductive techniques (PLO 3, 4, 5, 6).

5. Identify positive aspects of singleness from a biblical worldview (PLO 3, 4, 5, 6).

II. CLASS ASSIGNMENTS

A. Reading Assignments

Reading Journals: (Three pages each) the student will give the main points of the chapters read and reaction/reflection on the reading. The student will also share his/her own thoughts or opinions about the subject of the material. The student will also share how this information might be used in his/her own life (or not), and why. The personal reflection section may be written in the first person. There will be a total of seven (7) journals. Each journal will be worth 10 points (GC 1; SC 3, 4).

B. Written Assignments

Quick Scripture Reference Guide Assignment: (GC 2, 3; SC 1, 2, 5) (2 pages) the student will compile Scripture verses to use as a reference that could be helpful in a crisis or trauma situation. The student will also provide a brief explanation for the application of verses when counseling non-traditional families. This assignment is worth 100 points.

Literature Review (GC 1; SC 1, 2, 3, 4): Find one (1) literature article from a peer-reviewed professional journal (Only from one of these two unless otherwise approved: *The Journal of Marital and Family Therapy* or *Marriage and Family: A Christian Journal*, regarding one of these classic schools of Family Therapy that addresses a specific issue within a family therapy process (i.e., a special population, a specific presenting issue, etc. An example would be an article treating infidelity, family therapy addressing addictions within the family). The university's library should be able to get you a copy of *Marriage and Family: A Christian Journal*. They may have to order it through interlibrary loan so **PLEASE do not wait until the last minute to start this**. The student will write a one-page report summarizing the key findings of the article, identifying key clinical variables in the journal, and your overall impression of the article's topic and the application of that theory to the particular topic. The one-page review of the article is worth twenty-five (25) pts.

Genogram (GC 1, 2; SC 1, 2, 3, 4): You will construct a genogram of your own family of origin, tracing your background and family patterns for at least three generations if you do not have children, four if you have children. Interview family members with whom you feel comfortable about the details of your family's developmental history and functioning (information such as education and occupations, illnesses, any recurrent patterns, triangles, patterns of emotional intensity (fusion/distance), etc.). See course readings on genograms for further direction. You may also want to include ethnicities using color codes

or cultural/religious trends. You will include the genogram and responses to the following questions at the end of the semester. (100 points total).

- a. With whom did you communicate for this assignment?
- b. What were your reactions to your conversations with these individuals?
- c. What themes stand out for you in examining this genogram?

III. **METHODS**

A. Teaching

1. Lectures by the instructor
2. Large group discussion
3. Small group discussion
4. Research and writing

B. Letter/Numerical Grade Scale

Grading Scale

Grade Value Grade Point Value
Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

C. Grading

1. Reading Journals 70 points
2. Literature Review 25 points
3. Genogram 100 points
4. Quick Scripture Ref. Guide 100 points
5. Participation 200 points

IV.. COURSE SUPPLEMENTAL INFORMATION

Students are expected to maintain classroom decorum that includes respect for other students and the professor, prompt and excellent attendance, and an attitude that seeks to take full advantage of the educational opportunity. Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session. In addition, the student will be expected to contribute to class discussions in a positive manner which shows respect for the views of others. Failure to maintain this standard may result in a **full letter grade deduction from their overall grade.**

MATERIALS

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Required Textbooks

Adams, Jay E. 1986. *Marriage, Divorce and Remarriage in the Bible*, Grand Rapids, MI: Zondervan. ISBN: 9780310511113 \$10.99
Kindle version is not available.

Parrott, Dr. Less & Dr. Leslie Parrott. 2001. *Saving Your Second Marriage Before It Starts: Nine Questions to Ask Before (and After) You Remarry*. Zondervan. ISBN: 9780310207481 \$17.99
Kindle version available.

C. Recommended Books or Other Resources

See Supplementary Bibliography provided by the instructor.

VII. CLASS POLICIES

Campus/Livestream Students: Students are expected to attend all scheduled meetings of courses for which they are registered (as this also counts for class participation). If a student begins a course and is unable to attend a class, he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight-week cycle. **Each class participation session is worth 25 points.**

Online Students: The online student is to watch the recording and answer the questions provided by his/her professor (as this counts for class participation). They are to be completed and uploaded on Canvas before the next class session. If a student fails to complete this assignment within the due date he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight-week cycle. **Each class participation session is worth 25 points.**

Academic Dishonesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

A Secondary Statement Regarding Using AI For All Reports/Projects

Artificial intelligence (AI) in academic use could be beneficial for you as a student. However, when misused it may limit your ability to think critically. As the professor, *I cannot catch nor stop you in the act of using AI for your papers and research.* However, it is my expectation that you as the student will do your best by your ability and skill as a human being in the subject(s) that you desire to study. Below is the percentage threshold concerning the effort you put in your paper and the presence of AI within your paper.

0-10 percent of AI*	No points deducted from your paper/project.
11-20 percent of AI*	A third of your overall points are deducted from your paper/project.
21-30 percent of AI*	75% of your overall points will be deducted from your paper/project.
30+ Percent of AI	You will receive no points for the paper/project.

***Keep in mind this deduction is *added* to the points that you would lose due to other things (Improper writing style, grammar, etc.).**

Writing Style

All class papers must follow the APA style according to *the Publication Manual of the American Psychological Association 7th edition*.

Late Work

Papers, projects, etc. are due at the class period assigned. Unless under extreme circumstances, which will be determined at the discretion of the instructor, **no late work will be accepted**.

Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Learning Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Tentative Class Schedule

Date	Assignment	Class Topics
Week One	Readings for Week One Due Reading Journal 1 Due <i>Marriage, Divorce, and Remarriage in the Bible</i> : (Preface, Intro & Pt I pp. 3-20) Due <i>Saving Your 2nd Marriage: Before You Begin</i> : (pgs.13-20; Questions 1 and Questions 2) Due	Review Syllabus Course Overview What Is Marriage? Best Practice Procedures
Week Two	Readings for Week Two Due Reading Journal 2 Due <i>Marriage, Divorce, and Remarriage in the Bible: Pt 2</i> : (pgs. 23-31) Due <i>Saving Your 2nd Marriage</i> : (Question 3) Due	Marriage and Family Models Case Study & Role Play Pre-Marital Counseling
Week Three	Readings for Week Three Due Reading Journal 3 Due <i>Marriage, Divorce, and Remarriage in the Bible: Pt 2</i> : (pgs. 32-39). Due <i>Saving Your 2nd Marriage</i> : (Question 4) Due	Case Study Role Play Family Development, Adoption (traditional & embryo), Fostering, Special Needs/Disabilities
Week Four	Readings for Week Four Due Reading Journal 4 Due <i>Marriage, Divorce, and Remarriage in the Bible: Pt 2</i> : (pgs. 40-50) Due <i>Saving Your 2nd Marriage</i> : (Question 5) Due	Case Study Role Play Single Parenting, Parenting, & Grandparenting, Blended Families, Counseling Children
Week Five	Readings for Week Five: Reading Journal 5 Due <i>Marriage, Divorce, and Remarriage in the Bible: Pt 2</i> : (pgs. 51-69) Due <i>Saving Your 2nd Marriage</i> : (Question 6) Due	Case Study Role Play Same Sex Couples Custody Conflicts
Week Six	Readings for Week Six Due Reading Journal 6 Due <i>Marriage, Divorce, and Remarriage in the Bible: Pt 2</i> (pgs. 70) and <i>Pt 3</i> (pgs. 79-83) Due <i>Saving Your Second Marriage</i> : (Question 7) Due	Role Play Family Loss Counseling
Week Seven	Readings for Week Seven Due Reading Journal 7 Due <i>Marriage, Divorce, and Remarriage in the Bible: The remainder of Pt 3</i> (pgs. 84-99) & <i>The Conclusion</i> . Due <i>Saving Your 2nd Marriage</i> : (Questions 8 & 9) Due	Genogram Presentation Marriage, Divorce, and Remarriage
Week Eight	Peer reviewed Literature Article Review Due Reading for Week Eight: Peer Reviewed Literature Due	Genogram Presentation Other Topics