



# TYNDALE

• SEMINARY •

## Course Syllabus

**SPRING/SUMMER 2019**  
**YOUTH MINISTRY AND THE CHANGING FAMILY**  
**CHED / PAST / YMIN 0596**

**JUNE 3 – 7**  
**MONDAY – FRIDAY, 9AM – 4PM**

**INSTRUCTOR: THE REVEREND DR. VALERIE MICHAELSON**

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Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

### I. COURSE DESCRIPTION

This course builds a biblical and theological foundation, explores faith development issues, and formulates a rationale for ministry to and with youth and families. Special emphases will be given to issues of adolescents and their families, theological principles and models of youth and family ministry, and developing a strategy for a family-friendly youth ministry. The changing realities of the family in Canadian society today will also be addressed.

Canadian young people live in a fast paced, perpetually connected world. Mental health challenges are at an unprecedented high. They face complex questions about gender, sexuality and identity; many traditional family structures have reconfigured; and the world in which they live, learn and develop can feel more violent and chaotic by the day. And in all of this, Canadian young people also have more opportunities, resources and protections than ever before. It's a context that is full of paradoxes, but one thing is certain; it's not a simple time to be a teenager. And it's not a simple time to be in ministry. The ways that we approach

our ministries to and with youth and families need to reflect the complexity of these and other contemporary challenges.

In this course, we will live in questions about our contemporary Canadian context, and seek the scriptures and our traditions to shape our responses. I approach ministry as a practical theologian. Because of this, I will work with you to build a conceptual framework for your ministry to and with youth and families that is based on a strong biblical and theological foundation, and that is informed by contemporary research on culture, adolescent development and families. You will not leave the class with any one *formula* or *program* to follow in your ministry or home. Rather, you will gain problem solving skills that you can apply in a wide variety of contexts (home, church, community contexts and beyond), with the end goal of helping young people to flourish.

Some of the major questions we will explore in this course include:

- What theological principles and biblical insights can help me shape youth and family ministry that is responsive to the real challenges of today's youth and families in Canada? And further, how does our theology inform our practice, and how does what we see in our practice shape the theological questions we need to ask?
- How can insights from developmental psychology, health and education research inform my work with youth and families?
- What resources does the Christian tradition have to offer? To what responsibilities does the Gospel call us? And when it gets really messy, where can I go for help?

A wide range of literature, including digital resources, will be explored. Students will have the opportunity to use their assignments to explore their own interests as long as they relate to the broader course goals. Active learning is a high priority in this class, and a key component of the instructor's pedagogical strategies. As per Tyndale policy, one day or more unexcused absences will constitute grounds for failing an intensive course. Come prepared to wrestle with complex questions, to be challenged and to grow.

## **II. LEARNING OUTCOMES:**

At the end of the course, students will be able to:

1. Articulate a theological/biblical vision of youth and family ministry that is appropriate to their own context
2. Demonstrate an awareness of ways that church leaders can support parents in the home
3. Construct practical, theologically-informed and evidence-based resources to facilitate the faith development of teenagers
4. Evaluate the wide range of practical resources that are available in the area of youth and families
5. Examine critical issues facing families today, and design practical strategies to engage with these issues in the youth and family ministry context.

6. Appraise your own current ministry context with the goal of recognizing what is going extremely well, and also identifying areas where your ministry can grow in depth or would benefit from trying some different approaches.

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

**You are to read ONLY ONE of these books. Please look them up online, read a few reviews, and choose the one that is most relevant to the questions you are asking, and to your own particular ministry context. Any one of these would make a valuable contribution to your library.**

Csinos, D. M. & M. Bray. *Faith forward volume 3: Launching a Revolution through Ministry with Children, Youth and Families*. Kelowna, BC: Woodlake Publisher, 2018.

DeVries, M. & E. F. Palmer. *Family-based youth ministry*. Downers Grove, IL: InterVarsity Press, 2004.

DeVries, M. *Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It*. Downers Grove, IL: Intervarsity Press, 2010.

Powell, Kara & Stephen Argue. *Growing With: Guide to Helping Teenagers and Young Adults Thrive in Their Faith, Family, and Future*. Grand Rapids, MI: Baker, 2019.

Note: as per Tyndale policy, students must complete a total of 1000 pages of reading to complete this course. This reading should provide the foundation for all of your assignments. While some of the readings are required (these will be identified in the first class), I have intentionally left you choice in many of the readings so that you can cater your learning experience to your own ministry context and personal interest. I will say more about this in class. I do not advocate for “one silver bullet” approach to youth ministry, and believe it is important for you to choose what is most important for you to read. You will be required to “report on” 500 pages of your reading. The rest is to be done on the honour system.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### C. ASSIGNMENTS AND GRADING

During the course, we will have ongoing discussion about themes that arise from lectures, from assigned readings, and from students’ questions and experiences. This course will be

highly interactive and while it will include substantial theoretical content, the practical implications and developing skills for practical ministry are a high priority.

**1. Required Reading and Class Participation: Each student is asked to come to the first class having read at minimum one selection from the reading list.** It can be as short as one chapter from a book, or an entire article. Most of these can easily be found online through the Tyndale library system. Please come prepared to share a short (one paragraph or less), favourite quote from one of the readings that represents something you think is important to consider in youth or family ministry, with a short rationale for why you chose the quote. We will share these quotes throughout the week. This exercise will help all of us become more familiar with the literature base. It will also facilitate the development of our learning community. **(10% of final grade). 5% of the final grade will be based on in-class participation, including sharing this quote, and 5% will be based on a self-assessment of one's own participation and engagement in class.**

**2. Annotated Bibliography: (25% and due on Monday, July 8<sup>th</sup>)**

Students will submit an annotated bibliography of their course reading. While some readings are required (these will be identified in the first class), you will also have the opportunity to cater your readings to your own ministry context. You must choose your own readings from the bibliography in this syllabus (an updated version will be provided in class). While Tyndale requires you to read 1000 pages (please choose from the list I have provided), you are only responsible for reporting on 500 pages. Please choose articles intentionally: those that challenge you, those that help you explore new ideas and those that are especially pertinent to your own ministry context. **For each article you read, please include the citation and one paragraph describing what you took away from the reading that contributes to your own vision of ministry for and with families and teenagers. If you are choosing books in your annotated bibliography, please include a 1 to 2 page reflection on the book.**

The purpose of this assignment is to give you a chance to explore and think critically about a broad range of literature in the area of youth and family ministry. This reading will help you develop your own vision of youth and family ministry's ministry (learning objective 1) and will be applicable to learning objectives 2 through 7.

An example of the annotated bibliography format will be given in class.

**3. Resource development (worth 25% of mark and due on Monday, July 8<sup>th</sup>)**

Creating positive experiences for youth and families is central to youth and family ministry's ministry and to nurturing them in their spiritual lives. This assignment is very practical, and the end result will be twofold:

1. A practical resource that can be used in a ministry context
2. A 3 – 4 page rationale, referencing your own theological vision of youth and family ministry, and that explains what you have created/developed and why.

Examples of this assignment will be given in class. This assignment has a great deal of flexibility. In the past, students have developed some marvelous resources. You might decide to develop a family service for a special event or celebration at your church; develop a family friendly youth retreat; develop an approach to discipline that aligns with your theological values about youth and that could be used by families; a resource to address youth suicide; a digital media covenant between youth and their parents. The possibilities are endless, and we will talk about this in class.

Depending on what you choose to do, this assignment will potentially demonstrate all 7 course learning outcomes. You **MUST** complete both components of this assignment – the resource itself, and your reflection on the theological, contextual and other reasons behind what you have done.

#### **4. Final Paper: (40%) Due on Monday, Friday, July 26<sup>th</sup>**

Drawing from class discussions, your own ministry context and supplementary readings, choose an issue or question related to youth or family ministry in the church that you will explore in this academic paper. Students will consult with the instructor throughout the week of classes to agree on a topic and/or research question. It is hoped that the question or issue the student chooses to explore will be of practical benefit to his or her own ministry context or to his or her personal interest in nurturing youth and families in the Christian life. Ideally, this paper will have a theological/ theoretical component and also consider practical implications. Please choose a topic that you care about, and that you want to consider more deeply in your own life and ministry.

This paper should be in the range of 8-10 pages, double-spaced.

#### **D. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

#### **E. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation (5% attendance and participation; 5% self-evaluation)	10 %	In class
Assignment 1: Resource Development (see description above)	25 %	Monday, July 8 <sup>th</sup>

Assignment 2: Annotated Bibliography (2-3 pages)	25 %	Monday, July 8 <sup>th</sup>
Assignment 3: A Final Paper (8-10 pages)	40%	Friday, July 26 <sup>th</sup>
Total Grade	100 %	

## F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Submit written work in a style consistent throughout with the model set out by Kate L. Turabian in *A Manual for Writers of Term Papers, Theses and Dissertations* or with the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. The work should be submitted in a clear, straight-forward style and demonstrate clear organization, argument and coherent thought. Ensure that you have accurately and fully documented source used in your paper (footnotes are preferred, but parenthetical references may be used). Please double space all written work and use 12-point font. Submit papers electronically to the [vmichaelson@tyndale.ca](mailto:vmichaelson@tyndale.ca)

### 2. **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

In order for final marks to be submitted on time, all assignments must be emailed to the instructor ([vmichaelson@tyndale.ca](mailto:vmichaelson@tyndale.ca)) or posted no later than the prescribed due dates. Any late assignments will lose grades according the Tyndale policy.

## **G. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.**

**(The instructor may add content or modify this schedule based on the student intake sheets that will be filled in during the first class.)**

### **Monday: setting the stage**

- **morning:** What's going on with today's kids? Setting the context for our ministries by looking at research on mental health, risk behaviours, contemporary families, culture and more
- **afternoon:** What theological and biblical resources does the church have to offer? A careful look through our scriptures and our tradition

### **Tuesday: getting really practical**

- **morning:** Understanding family systems, developmental stages, and the adolescent brain
- **afternoon:** Intergenerational and family ministry: if you want to set one priority in ministry... the research is in that this is the way to go.

### **Wednesday: teaching and trending**

- **morning:** Inquiry based learning, and other pedagogical tools for engaging with youth
- **afternoon:** Trending: helping teenagers and families navigate the world of Social Media

### **Thursday: finding stillness in the chaos**

- **morning:** Spirituality
- **afternoon:** Individual Consultation about paper topics and other assignments; work on group presentations

**Friday: putting it all together**

- **morning:** group presentations
- **afternoon:** Ministry is messy, but we still have to be organized: putting it all together in a cohesive program.

**V. SELECTED BIBLIOGRAPHY**

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

This bibliography provides a list of many of the resources that will be referred to in class, and that you can choose to read to complete the required course reading (and also complete your annotated bibliography assignment). Your choice must include one of the DeVries books (not both). The rest of the 1000 required pages are up to you. Most of these articles are readily available through Google Scholar or the Tyndale library.

Anderson, D. W. & R. P. Hill. *Frogs Without Legs Can't Hear: Nurturing Discipleship in Home and Congregation*. Kitchener, ON: Augsburg Fortress, 2003.

Bunge, M. J. Biblical and Theological Perspectives on Children, Parents, and 'Best Practices' for Faith Formation: Resources for Child, Youth, and Family Ministry Today. *Dialog*, 47(4), 2008, 348-360. (12 pages)

Csinos, D. M. & M. Bray. *Faith Forward: A Dialogue on Children, Youth, and A New Kind Of Christianity*. Kelowna, BC: Woodlake Books, 2013.

\_\_\_\_\_. *Faith Forward Volume 2: Re-Imagining Children and Youth Ministry*. Incline Village, NV: Copperhouse, 2015.

Crouch, A. & A. Crouch. *The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place*. Grand Rapids, MI: Barna Group, 2017.

Dean, K. C. *Almost Christian: What the Faith of our Teenagers is Telling the American Church*. Oxford University Press, 2010.

Dean, K. C., C. Clark, & D. Rahn. *Starting Right: Thinking Theologically About Youth Ministry*. Grand Rapids, MI: Zondervan, 2010.

Dean, K. C. *OMG: A Youth Ministry Handbook*. Nashville, TN: Abingdon Press, 2010.



Dean, K. C. The New Rhetoric of Youth Ministry. *Journal of Youth and Theology*, 2(2), 2003, 8-19.

Elkind, D. *All Grown Up and No Place to Go: Teenagers in Crisis*. Revised ed. Cambridge, MA: Da Capo, 1998.

Ley, D. The immigrant church as an urban service hub. *Urban Studies*, 45(10), 2008, 2057-2074.

Michaelson, V., P. Robinson, & W. Pickett. Participation in church or religious groups and its association with health: a national study of young Canadians. *Journal of religion and health*, 53(5), 2014, 1353-1373.

Michaelson, V., T. J. Trothen, C. Davison, F. J. Elgar, & W. Pickett. Eucharistic Eating, Family Meals and the Health of Adolescent Girls: A Canadian Study. *Practical Theology*, 7(2), 2014, 125-143.

Powell, K. E. & B. M. Griffin. *Sticky Faith Service Guide: Moving Students from Mission Trips to Missional Living*. New York: Harper Collins, 2016.

Powell, K. E., B. M. Griffin & C. A. Crawford. *Sticky Faith, Youth Worker Edition: Practical Ideas to Nurture Long-Term Faith in Teenagers*. Grand Rapids, MI: Zondervan, 2011.

Powell, K. E. *Right Click: Parenting Your Teenager in a Digital Media World*. Pasadena, CA: Sticky Faith, Fuller Youth Institute, 2016.

Powell, K. E. & C. Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids, MI: Zondervan, 2011.

Roberto, J. Our Future is Intergenerational. *Christian Education Journal*, 9(1), 2012, 105.

Turkle, Sherry. *Alone Together: Why We Expect More From Computers and Less From Each Other*. New York: Basic Books, 2011.

\*\*\* Turnpin, Kate. *Branded: Adolescents Converting from Consumer Faith*. Cleveland, OH: Pilgrim Press, 2006.

World Conference on Human Rights. (1993). Fact Sheet: A summary of the rights under the Convention on the Rights of the Child. [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf) (4)

Yaconelli, M. *Contemplative youth ministry: Practicing the presence of Jesus*. Grand Rapids, MI: Zondervan, 2006.

Yaconelli, M. *Growing souls: Experiments in contemplative youth ministry*. New York: HarperCollins Christian Publishing, 2009.

Yust, K. M., B. Hyde, & C. Ota. Cyber spirituality: Facebook, Twitter, and the adolescent quest for connection. *International Journal of Children's Spirituality*, 15(4), 2010, 291-293.

**We will also use many web-based resources, during class and for individual research. These include:**

**Fuller Seminary: Fuller Youth Institute**

<https://fulleryouthinstitute.org>

<http://stickyfaith.org/articles/through-the-zone>

**Princeton Theological Seminary: Institute for youth ministry**

<http://iym.ptsem.edu/resources/engage/>

**The Search Institute**

<http://www.search-institute.org>

**Faith Formation Learning Exchange**

<http://www.faithformationlearningexchange.net/family.html>

NB: Up to 50 pages of web reading can be included in your annotated bibliography.