



# TYNDALE

• SEMINARY •

Course Syllabus  
**Winter 2013**

**FAMILY LIFE MINISTRY**  
**COUN 0669**

JANUARY 25-26, FEBRUARY 22-23, MARCH 22-23, 2013  
FRIDAY 6:30-9:30 PM; SATURDAY 8:30 AM-4:30 PM

INSTRUCTOR: KELVIN F. MUTTER, TH.D.

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To access your course material, please go to <http://mytyndale.ca>

## I. COURSE DESCRIPTION

Designed to acquaint the student with a basic understanding of congregational ministry to families, integrating a theological and eco systems perspective, a social science theory which views the family as a system within a system. The student is encouraged to reflect upon his/her personal theology of marriage and family and conclude with a philosophy of family ministry. The family within the context of congregational life is addressed, and the assessment of congregations and the designing of a family ministry program for a specific congregation is required. Care group material, communication skills, conflict resolution training, and problem solving skills are introduced. In addition, the student will be exposed to specific marital, parenting, and premarital issues and support programs, peer counselling programs, and recovery programs. Same as PAST 669 and YMIN 669.

**Prerequisites:** None

## II. LEARNING OUTCOMES

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

- A. Identify and reflect on theological themes that will inform their practice of ministry with couples and families.
- B. Articulate a personal philosophy of family ministry that highlights the principles, themes, emphases, and desired outcome(s) of their ministry.

- C. Employ insights drawn from the social sciences (e.g., family systems theory, individual and family life cycle theory, conflict and communication theory, etc.) to inform their practice of ministry.
- D. Employ assessment, planning and evaluation skills to develop a family ministry program for the local church.
- E. Design and implement programs focusing on specific areas of need: e.g., family faith formation, premarital, marital and family supports, parent training, support groups.

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

Garland, D.R. (2012). *Family ministry: A comprehensive guide*, 2<sup>nd</sup> Edition. Downers Grove, IL: IVP Academic. ISBN: 978-0-8308-3971-1

Gorman, J. (2002). *Community that is Christian: A handbook on small groups*, 2<sup>nd</sup> Edition. Grand Rapids, MI: Baker. ISBN: 978-0-8010-9145-2

Okholm, T. (2012). *Kingdom family: Re-envisioning God's plan for marriage and family*. Eugene, OR: Cascade Books. ISBN: 978-1-61097-536-0

#### B. SUPPLEMENTARY / RECOMMENDED READING:

\_\_\_\_\_. (2012). *Families count: Profiling Canada's families IV*. Ottawa, ON: Vanier Institute of the Family. [http://www.vanierinstitute.ca/families\\_count\\_-\\_profiling\\_canadas\\_families\\_iv](http://www.vanierinstitute.ca/families_count_-_profiling_canadas_families_iv)

Allen, H.C., & Loss, C.L. (2012). *Intergenerational Christian formation bringing the whole church together in ministry, community and worship*. Downers Grove, IL: IVP. ISBN: 978-0-8308-3981-0

Anderson, Herbert. (2001). *The family and pastoral care*. Eugene, OR: Wipf and Stock. ISBN: 978-1-57910-712-3

Balswick, J.O., & Balswick, J.K. (2007). *The family: A Christian perspective on the contemporary home*, 3rd ed. Grand Rapids, MI: Baker Books. ISBN: 978-0-8010-3249-3

DeVries, M. (2004). *Family based youth ministry*, Revised Edition. Downers Grove, IL: IVP. ISBN: 978-0-8308-3243-9

May, S., Posterski, B., Stonehouse, C., & Cannell, L. (2005). *Children matter: Celebrating their place in the church, family, and community*. Grand Rapids, MI: Eerdmans. ISBN: 0-8028-2228-2.

Morgenthaler, S.K. (2001). *Right from the start: A parent's guide to the young child's faith development*. Ct. Louis, MO: Concordia. ISBN: 0-570-05577-7.

Renfro, P., Shields, B., Strother, J., & Jones, T.P. (Ed.). (2009). *Perspectives on family ministry: 3 views*. Nashville, TN: B&H Academic. ISBN: 978-0-8054-4845-0.

### C. ASSIGNMENTS AND GRADING

#### 1. Class Attendance

Students are expected to attend all class sessions and participate in class activities. Attendance will be graded in accordance with Tyndale Seminary's attendance policy (i.e., three or more unexcused absences from a course will constitute grounds for failing the course).

#### 2. Reading Schedule

Pre-course reading	Garland chs. 1, 3-5 & 13-15.	8 hours
January 28 to February 21, 2013	Garland chs. 6-12; Okholm (all).	20 hours
February 25 to March 21, 2013	Garland ch. 16; Gorman chs. 6-12	7 hours

#### 3. Discussion Groups: Facilitation Summary Sheets (10%)

Due: as assigned

The assigned readings are structured to support the themes of the course lectures. Students are expected to participate in the reading groups and will take turns facilitating group discussions (10 marks). A sign-up sheet for facilitation will be circulated in the first class.

February 22, 2013	<b>Seminar Discussion 1: Family Faith (Garland ch. 12)</b> <i>Students will discuss ways in which this text contributed to their understanding of family faith, the relationship of the family to the community of faith, and the process of building faith practices into the rhythms of family life.</i>
February 23, 2013	<b>Seminar Discussion 2: Culture and Family Identity (Garland ch. 9)</b> <i>Students will discuss ways in which this text contributed to their understanding of the role of culture in family life. Students are also required to reflect on Garland's argument in light of Canadian cultural realities as well the specific cultural realities of their family of origin and/or the church they attend.</i>
March 23, 2013	<b>Seminar Discussion 3: Family Ministry in the Local Church (Garland ch. 16)</b> <i>Students are required to draw on their notes from the lecture <b>Unifying Themes for Family Ministry</b> as well as Garland and discuss ways they might incorporate the various forms or expressions of family ministry within their local church.</i>

Facilitation Summary Sheets – On the days that students facilitate discussion a *Facilitation Summary Sheet* is required. One of these must be submitted by each student during the term. The facilitation sheet (two pages) should include the following elements: Identification of at least five key concepts in the assigned reading (i.e., terms, definitions, core themes of the course, etc.) and, three or four key discussion questions that are based on the reading.

#### 4. Critical Book Review: (20% of grade)

Due: February 22, 2013

**Goal:** For the student to reflect on the processes of faith formation in the family and congregational contexts.

**Read and reflect** on *Kingdom family: Re-envisioning God's plan for marriage and family*. What are the author's assumptions and understanding of the processes of faith formation? What is her theoretical orientation?

**Written form:** Submit a written critique of the text (1500 words double-spaced) that highlights the perceived strengths or short-comings of this book. Conclude with a brief statement describing how you envision this text shaping your understanding of family ministry.

**Grading:** Papers will be graded on the basis of (a) the student's ability to identify and interact with the core theme(s) of the text, (b) the student's ability to reflect on this text from a theological perspective, and (c) the student's ability to reflect with insight as to whether this text may be of practical value in facilitating faith formation practices in families and his or her ministry context.

## 5. Family Life Reflection (30 % of grade)

**Due: March 22, 2013**

**Goals:** (1) For the student to become conscious of his/her own life experiences and how these have shaped his/her life. (2) For the student reflect on how his/her own life experiences may have an effect on the way s/he interacts with others.

### **Instructions:**

- Utilizing course lectures and Section Two of Garland's book, *Family Formation*, reflect on your current family situation and identify a) any "normal" individual or family life cycle transitions you have experienced (e.g., births, marriages, deaths, migrations, new school, change in socio-economic circumstances, etc.), b) critical events (e.g., divorce, spiritual conversion, major medical diagnosis, deaths, migration), and, c) potentially "toxic issues" (e.g., abuse, addiction, experiences of cultural violence, etc.). Identify any individual or family life cycle transitions you or your family are dealing with in the present. Is there evidence of anniversary reactions or any similar re-emergence of themes?
- Select three significant events and reflect on these events in light of the relevant discussions in the text.

**Written form:** Submit a summary of these reflections (1500 words double-spaced) that highlights salient insights derived from this reflection (be sure to reference Garland). How have these experiences shaped your life? How do you imagine these experiences might impact on your approach to working with couples or families who are facing similar issues?

**Grading:** Papers will be graded on the basis of (a) the student's ability to reflect with insight on his/her life experiences and how these have shaped his/her life, (b) the student's use of the Garland text, and (c) the student's ability to reflect with insight on how his/her own life experiences may have an effect on the way s/he interacts with others.

## 6. Final Paper (40% of grade)

**Due: April 5, 2013**

**Goal:** (a) For the student to identify and reflect on themes that will characterize his/her approach to family ministry. (b) For the student to develop a plan that demonstrates how s/he would incorporate these themes within a specific ministry context.

**Instructions:** Select a church which you know well and conduct an assessment of its ministries to/for/with families.

**Step One:** Develop a census of the congregation, identify specific family needs within the congregation, identify community specific needs relevant to families living within one kilometer (1

km) of the church building and summarize your findings in a table.

**Step Two:** Identify existing church ministries, noting strengths and shortcomings in existing programs and summarize these in narrative form.

**Step Three:** Reflect on the church's current organizational structures and determine how these facilitate, support, impede and/or may be employed to facilitate the development of a family ministry plan.

**Written form:** Develop a Family Ministry Strategy (4000 words double-spaced) that draws on the readings, lectures, your analysis of the congregation and collateral sources and identifies the following:

- Key theological themes and philosophical emphases that will inform your ministry strategy;
- A brief explanation of the methodology used to assess the congregation and the community;
- A discussion of the strengths and shortcomings in existing programs (based both on need as well as your theological and philosophical priorities);
- An outline of short-term and long-term ministry priorities that would strengthen the church's ministries with families;
- Goals, both long term and short term for the development of the family ministries program, or changes in the current program; and,
- A plan for change that includes a thorough discussion of the strategic steps for change and, an implementation plan for training family ministry leaders.

**Grading:** Papers will be graded on the basis of (a) the student's ability to reflect with insight on the case study church; (b) the student's ability to reflect with insight upon the available literature, highlighting themes that will characterize his/her approach to family ministry; and, (c) the student's ability to develop a viable plan that demonstrates how s/he would incorporate these themes within a specific ministry context.

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

**Submitting Assignments:** All written assignments are to be submitted electronically (*MSWord* or *RTF* format) by 5 p.m. on the assigned due date. Students will receive an email acknowledging that the assignment has been received in good order.

#### **Format & Style:**

- a. **All papers will have a** title page that includes the name of the course, name of the instructor, title of the paper/assignment, student's name, and the date due.
- b. Any sources used in the paper should be properly documented using the format provided by the *Publication Manual of the American Psychological Association*.
- c. Graduate level spelling, grammar and style are expected.
- d. The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary.

**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.

**Grading:**

**a. General Rubric:**

- An “A” paper discusses and interacts with sources in a manner that suggests the student is familiar with the material and is seeking to integrate what s/he has read. “A” papers also ask significant questions of the material and/or draw significant conclusions that move beyond the source material.
- “B” papers are those that discuss or interact with sources in a manner that suggests the student is familiar with the material and is seeking to integrate what s/he has read.
- “C” papers simply describe or outline the content of the source material.

**b. Penalties:**

- **Late assignments:** Assignments are due at 5:00 p.m. on the assigned date. For each day late, the grade will be reduced by 1/3 of a letter grade. Extensions will be considered if the circumstances are extreme. Requests for an extension of the due date must be submitted to the course instructor prior to the due date for the assignment. No final assignments will be accepted later than 5:00 p.m. on April 15, 2013.
- **Length:** The word count includes title page, citations and bibliography. Grace will be accorded for the first 10% a paper exceeds the word count. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the word count.
- **Academic Style:** Papers not conforming to academic style requirements (i.e., spelling, grammar, punctuation, etc.) will be penalized. *Papers lacking reference citations (i.e., footnotes) and/or bibliography will be assessed a FAIL.*

Students should consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

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

Evaluation is based upon the completion of the following assignments:

Facilitation Summary Sheets	10 %
Critical Book Review	20 %
Family Life Reflection	30 %
Final Paper	40 %
Total Grade	100 %

#### IV. COURSE SCHEDULE, CONTENTS AND REQUIRED READINGS

DATE	CLASS TOPICS	READING & ASSIGNMENTS
Friday Jan. 25, 2013 6:30-7:30pm*	<b>Review of Syllabus and Course Requirements</b>	
<b>FOUNDATIONS</b>		
<b>Friday</b> <b>Jan. 25, 2013</b> <b>7:30-9:30pm*</b>	<b>Definitions</b>  <b>Canadian Families</b> <ul style="list-style-type: none"> <li>• Changing shape of the family: e.g., composition &amp; structure, education, ethnicity, faith, mobility, rural vs. urban, separation &amp; divorce.</li> <li>• Families &amp; economic security: e.g., work, poverty, retirement.</li> <li>• Care and support of families: e.g., child abuse and neglect, families and eldercare, families and children with disabilities, family violence, social isolation.</li> </ul> <b>Families in the Church</b>	<i>Recommended Reading:</i> Garland chs. 1, 2 & 6.
<b>Saturday</b> <b>Jan. 26, 2013</b> <b>8:30am-12:00pm*</b>	<b>Theological Frameworks</b> <ul style="list-style-type: none"> <li>• Families and the <i>imago Dei</i> (Creation)</li> <li>• Families and the Story of Redemption (Sin &amp; Redemption)</li> <li>• Families and the Family of Faith (Ecclesiology)</li> </ul>	<i>Required Reading:</i> Garland chs. 3, 4 & 13.  <i>Recommended Reading:</i> Gorman ch. 1.
<b>Saturday</b> <b>Jan. 26, 2013</b> <b>1:00-2:15pm*</b>	<b>Unifying Themes for Family Ministry</b> <ul style="list-style-type: none"> <li>• Faith Formation</li> <li>• Resourcing Families (social responses)</li> <li>• Healing Families (counselling)</li> <li>• Strengths and limits of church-</li> </ul>	<i>Required Reading:</i> Garland ch. 5.

\* NOTE: Time frames are approximations; schedule may vary depending on class discussion.

DATE	CLASS TOPICS	READING & ASSIGNMENTS
	based responses	
<b>Saturday</b> <b>Jan. 26, 2013*</b> <b>2:30-4:30pm</b>	<b>Planning for Family Ministry</b> <ul style="list-style-type: none"> <li>Assessing Need</li> <li>Assessing Programs</li> <li>Assessment Tools &amp; Methods</li> </ul>	<i>Required Reading:</i> Garland chs. 14 & 15.
<b>Monday</b> <b>Feb. 18, 2013</b>	<b>Family Day</b>	☺ <b>Enjoy!</b>
<b>FAMILY FAITH FORMATION</b>		
<b>Friday</b> <b>Feb. 22, 2013*</b> <b>6:30-9:30pm</b>	<b>Family as <i>ecclesiola in ecclesia</i></b> <ul style="list-style-type: none"> <li>Biblical, theological &amp; historical perspectives</li> <li>Faith development perspectives</li> <li>Family faith formation practices</li> </ul>	<i>Required Reading:</i> Garland ch. 12 <b>Critical Book Review is due</b>
	<b>Seminar Discussion 1: Family Faith</b>	<i>In preparation for this discussion students are required to read Garland ch. 12.</i>
<b>FAMILY FORMATION AND FAMILY PROCESSES</b>		
<b>Saturday</b> <b>Feb. 23, 2013</b> <b>8:30-10:15am*</b>	<b>Marriage</b> <ul style="list-style-type: none"> <li>Couple formation</li> <li>Healthy marriages</li> <li>Christian marriage in a postmodern society</li> </ul>	<i>Required Reading:</i> Garland chs. 6 to 12.
<b>Saturday</b> <b>Feb. 23, 2013</b> <b>10:30am-12:30pm*</b>	<b>The Parenting Years</b> <ul style="list-style-type: none"> <li>Parenting young children</li> <li>Adolescence and the mid-life parent</li> <li>The empty-nest years</li> </ul>	
<b>Saturday</b> <b>Feb. 23, 2013</b> <b>1:15-2:30pm*</b>	<b>Seminar Discussion 2: Culture and Family Identity</b>	<i>In preparation for this discussion students are required to read Garland ch. 9.</i>
<b>Saturday</b> <b>Feb. 23, 2013</b>	<b>Family Processes</b> <ul style="list-style-type: none"> <li>Family communication</li> </ul>	<i>Required Reading:</i> Garland chs. 10 & 11.

DATE	CLASS TOPICS	READING & ASSIGNMENTS
2:45-4:30pm*	<ul style="list-style-type: none"> <li>Use (and abuse) of power in families</li> </ul>	
March 11 – 15	<b>SEMINARY Reading Week</b>	
<b>RESOURCING FAMILIES</b>		
<b>Friday</b> <b>March 22, 2013</b> <b>6:30-9:30pm*</b>	<b>Pastoral Care of Families</b> <ul style="list-style-type: none"> <li>Pastoral care through the rhythms of church life.</li> <li>Pastoral care in times of transition: i.e., marriage, childbirth/adoption, etc.</li> <li>Pastoral care in times of crisis: i.e., separation/divorce, trauma, death, other losses.</li> </ul>	<b>Family Life Reflection is due</b>
<b>Saturday</b> <b>March 23, 2013</b> <b>8:30am-11:30am*</b>	<b>Overview of Small Groups</b> <ul style="list-style-type: none"> <li>Types of groups</li> <li>Stages &amp; processes of group life</li> <li>Tasks of small group leadership</li> </ul>	<i>Required Reading:</i> Gorman chs. 6 to 12.
<b>Saturday</b> <b>March 23, 2013</b> <b>11:30am-12:15pm*</b>	<b>Seminar Discussion 3: Family Ministry in the Local Church.</b>	<i>Required Reading:</i> Garland ch. 16.
<b>Saturday</b> <b>March 23, 2013</b> <b>1:00-4:30pm*</b>	<b>Resource &amp; Support Programs for Families</b> <ul style="list-style-type: none"> <li>Education groups</li> <li>Support groups</li> <li>Use of mentors</li> <li>Accessing external resources: i.e., counsellors.</li> </ul>	<i>Required Reading:</i> Garland ch. 16.
<b>Friday</b> <b>March 29, 2013</b>	<b>Good Friday</b>	
<b>Monday</b> <b>April 8, 2013</b>		<b>Final Paper is due</b>
<b>Monday</b> <b>April 15, 2013</b>		<b>Last day to submit late papers</b>

DATE	CLASS TOPICS	READING & ASSIGNMENTS
Thursday April 25, 2013	Grades are due	

## V. SELECTED BIBLIOGRAPHY

### 1. Theological Reflections on Marriage and Family.

Anderson, R.S., & Guernsey, D.B. (1985). *On being family*. Grand Rapids, MI: Eerdmans.

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[http://sowersseedreprints.com/uploads/A\\_Family\\_Well\\_Ordered\\_-\\_Cotton\\_Mather.pdf](http://sowersseedreprints.com/uploads/A_Family_Well_Ordered_-_Cotton_Mather.pdf)

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### 2. Family Ministry.

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- Anthony, M. (2010). *Spiritual Parenting: An awakening for today's parents*. Colorado Springs, CO: Cook Communications.
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- Chapman, K. (2003). *Teaching kids authentic worship*. Grand Rapids, MI: Baker.
- Collins, G.R. (1995). *Family shock: Keeping families strong in the midst of earthshaking change*. Wheaton, IL: Tyndale.
- Dykstra, C. (1990). *Growing in the life of faith: Education and Christian practices*. Louisville, KY: Geneva.
- Erwin, P. (2000). *The family powered church*. Loveland, CO: Group.
- Fosarelli, P.D. (2003). *Family ministry desk reference: Holistic responses to contemporary challenges*. Louisville, KY: Westminster/John Knox.
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- Gaither, G., & Dobson, S. (2004). *Creating family traditions*. Sisters, OR: Multnomah.
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### **3. Ministry-Based Marriage and Family Intervention.**

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