



TYNDALE

• SEMINARY •

Course Syllabus

Winter 2013

YOUTH AND FAMILY MINISTRY IN THE IMMIGRANT CHURCH

CHIN 0781/YMIN 0781

JAN 18-19, FEB 8-9, MAR 8-9, and APR 5-6, 2013

FRIDAY: 2:30 - 5:30 P.M., 6:30 – 9:30 P.M.

SATURDAY: 1:30 - 4:30 P.M.

INSTRUCTOR: DR. VINCENT POON, MD, DMin, PsyD, CCFP, FCFP, FABMP,

Approved supervisor AAMFT

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

I. COURSE DESCRIPTION

This course is designed for those leaders who work with families in the immigrant church setting (Chinese or other ethnic churches). The course will include a study of the theology and principles behind family ministry and youth ministry. Students will acquire practical ways to establish family and/or youth ministry in their church. Issues related to the life stages of individuals and families will be covered. Contemporary Canadian youth/parent issues will be explored with special focus on the immigrant church context. Issues related to counseling the youth and the parents will be discussed.

Target audience and Pre-requisite: This course is one of the ministry focus courses of Pastoral and Chinese Ministry Program and Youth and Family Ministry Major. It is also open to alumni of Tyndale Seminary, and other Christian workers and pastors who have an interest in family ministry in the ethnic church settings. There is no pre-requisite requirement.

II. LEARNING OUTCOME

At the end of the course, students will:

- Have a clear knowledge of the theological foundation of family and youth ministry and the life stage development of individuals and families
- Appreciate the parent/youth relationship, and the cultural dynamics of this relationship in the immigrant/ethnic church context
- Learn to be an effective family/youth minister in the church
- Be able to develop ministry programs to work with youth, parents and family relationships

III. COURSE REQUIREMENTS

A. Required Text

Mark DeVries. (2004). 2nd edition. [*Family-based Youth Ministry*](#). Downers Grove, Illinois: IVP. ISBN 0-8308-3243-2

Diana R. Garland. (2012). 2nd edition. [*Family Ministry: A Comprehensive Guide*](#). Downers Grove, Illinois: IVP. ISBN 0-8308-3971-2

B. Assignments and Grading

There will be no final examination in this course. However, each student has to fulfill the following requirements:

1. Text and assigned article reading: Due 31 March, 2013 (10% of final grade)

Each student is to read a minimum of 800 pages from the required texts and assigned articles. A log of the materials read and the time spent will be submitted on or before the due date.

2. Conduct seminar and reflection paper: Due 25 March, 2013 (20% of final grade)

Each student is to conduct a one-time family or youth ministry seminar in the church and write a 5-7 typewritten-page reflection paper on the seminar. The paper will include the following with marks in brackets:

- Objective: what are the objectives of the seminar? At the end of the seminar, what would you like to achieve? (10%)
- Format: your own choosing; e.g. can be didactic lecture with questions and answers; can be interactive; can be viewing a video and then discussion (10%)
- Description of the contents of your seminar (30%)
- Promotion: how do you do the promotion? How successful is the turnout? (10%)
- At the end of the seminar: what is your evaluation of the seminar? To what extent do

you fulfill the objectives? (20%)

- Afterthoughts: what have you learned from this experience? If you were to run the seminar again next time, how would you do it – the same way or in a different way? (20%)

3. Comprehensive paper: Due 1 April, 2013 (50% of final grade)

Each student is to write a comprehensive paper on a family or youth issue/topic. The topic should be **different** from the seminar. This paper should be like a submission to a journal for publication. Therefore, it should include all the pertinent information on the particular topic. In a way, you are the expert, and the materials are like writing a chapter of a textbook. The materials are to be exhaustive and comprehensive.

One integral part of the paper is to design and conduct interviews on a youth/family issue/topic. In planning for this, bear the following in mind:

- Objects and Objectives: whom would you like to interview? What would you like to know about this topic?
- Question or interview design: Design a set of questions that will cover adequately your goals about the topic.
- Sample size: preferably at least 10 sets of families or youth & their parents; if possible, try a random selection e.g. every 10th family so that it reflects your whole church. Or interview the whole group.
- Results: include the results in your paper
- Discussion: can you interpret the results, and discuss these results, including implications and usefulness for ministry.

The format of the paper shall include the following sections and they are marked accordingly (in brackets):

1. A summary of the whole paper in less than 150 words (10%)
2. All the background materials related to this topic, i.e. a synthesis of the current literature on the topic. This includes the theological or biblical basis, and understanding from social sciences (30%)
3. The relevance of this to your particular context (5%)
4. The description and methodology of how you conduct the interview (10%)
5. The presentation of the results of your interview (20%)
6. The discussion of how the results impact on the topic and the implications of how all these will apply to your church setting and ministry (may include educational, preventive, or remedial aspects) (25%)

The length of this paper shall be about 15 typewritten pages. The style and format of the paper shall follow either ***the Publication Manual of the American Psychological Association*** (4th edition), or the [Chicago Manual of Style Online](#). Copies of these manuals may be obtained through the bookstore.

Some possible topics are given below for your consideration. Bear in mind that each topic should cover two aspects: issues about family and/or youth; and emphasis is on the Immigrant church context – i.e. an immigrant church situated in Canada.

- Life developmental adjustments of the youth in the immigrant church context;
- Life developmental adjustments of the Parents in the immigrant church context;
- Cultural issues of the youth and families in the immigrant church context;
- Specific problems youth and/or families face – choose one area, e.g. language, lifestyle, worldviews, value systems, life goals, Christian lifestyle, use of time, personal hobbies and interests, use of music, attitude towards study; vocation; friendships; sexuality; drugs; gender issues; relevance of the Christian beliefs; ways of parenting; ways of assuming adulthood; at risk adolescents/youth (choose one specific area – e.g. school behavior problems, drug abuse, children suffering from attention deficit hyperactivity disorder, children suffering from autism, conduct disorder, etc.)
- Other areas and topics: e.g. in specific areas of nurture, body life, worship, and outreach as they relate to the youth and families.

4. Class presentation: (10% of final grade)

Each student shall present their comprehensive paper to the class during the last 2-3 sessions. The presentations will be graded on the following categories:

- How well does the presenter understand the topic? (20%)
- How adequate is the content of the presentation? (50%)
- How organized is the presentation? (20%)
- How well and appealing is the presenter able to use communicate the content to the audience? (10%)

5. Class Participation (10% of final grade)

The rest of the course mark (10%) will be based on class participation. This includes attendance, participation in whole class discussion, and in small group interaction. Marks will be deducted even with excused absence.

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Faithful attendance at classes is a vital component of the learning experience and demonstrates respect for faculty and students in the classroom. Three or more unexcused absences from the course will constitute grounds for failing the course. Excused absences usually involve sickness to the student or death and hospitalization of an immediate family member. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

In case of late assignments and papers, the standard Seminary policy will apply: for each week late, there will be a reduction of the assigned grade by 1/3 grade (excluding Saturdays, Sundays and statutory holidays).

Students who are unable to complete assignments by the required date due to extenuating circumstances may be (not automatic) given permission by the professor to complete the assignment late without penalty. The extension may not exceed 1 week after the last day of class for the course. Any assignments submitted after the deadline will be given a grade of 0. Extenuating circumstances may be regarded as extended personal illness or injury, or death in the immediate family. Beyond this deadline, a student may petition the Registrar for an extension which can be granted on compassionate grounds only in truly exceptional circumstances such as a health emergency or family crisis.

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 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.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

Text and assigned article reading	10%
Conduct seminar and reflection paper	20%
Comprehensive paper	50%
Class presentation	10%
Class participation	10%
Total grade	100%

IV. COURSE SCHEDULE, CONTENT AND READINGS

Students are to read the required texts and pertinent articles and book chapters related to the topics.

- Introduction to the course

Family Ministry:

- Understanding the family
- Theoretical and theological aspects related to family ministry
- Practical aspects of setting up family ministry in the Church
- How to counsel the family
- Further areas of interest related to family ministry

Youth Ministry:

- Understanding youth
- Theoretical and theological aspects related to youth Ministry
- Guest speakers to share about: Student work among the Chinese in Canada
- Chinese youth leadership
- Practical aspects of youth ministry – setting up, organization, programming, etc.
- Counseling to and working with youth, future directions and strategies in youth ministry
- Student presentations

V. SELECTED BIBLIOGRAPHY

Recommended Reading:

Ray S. Anderson. (2007). *Something Old, Something New*. Eugene; OR; Wipf & Stock.

Jack O. Balswick, & Judith K. Balswick. (2007). 3rd ed. *The Family: A Christian Perspective on the Contemporary Home*. Grand Rapids, Michigan: Baker. – **Standard text on family**

Diana Garland. (2010). *Inside Out Families*. Waco, Texas; Baylor University Press.

Bruce Fawcett and Rob Patterson (Eds.) (2004). *Missional Youth Ministry*. Mississauga, Ontario; Canadian Baptist Ministries. – **Canadian context**

Timothy Paul Jones, (ed). (2009). [*Perspectives on Family Ministry: 3 Views*](#) (Paul Renfro, Brandon Shields & Jay Strother). Nashville, Tennessee; B & H Publishing Group.

Andrew Root. (2007). [*Revisiting Relational Youth Ministry*](#): From a Strategy of Influence to a Theology of Incarnation. Downers Grove, Illinois; InterVarsity Press.

Charles M. Sell. (1995). [Family Ministry](#) (2nd edition), Grand Rapids, Michigan; Zondervan. **Bibliography:**

Youth ministry:

Jack O. Balswick, Pamela Ebstyn King & Kevin S. Reimer. (2005). [The Reciprocating Self: Human Development in Theological Perspective](#). Downers Grove, Illinois; InterVarsity Press.

Kenda Creasy Dean (Ed.). (2010). *OMG: A Youth Ministry Handbook*. Nashville, TN; Abingdon Press.

Robert C. Dykstra, Rodger Nishoika, Vivain Nix-Early, & Mark Yaconelli. (2003). *The Princeton Lectures on Youth, Church, and Culture*. Princeton Theological Seminary.

Amy E. Jacober. (2011). *The Adolescent Journey*. Downers Grove; IL; InterVarsity Press.

Scott M. Kopp. (2010). *Postmodernism and Youth Ministry*. Eugene; OR; Wipf and Stock.

Ginny Olson, Diane Elliot, & Mike Work. (2001). [Youth Ministry Management Tools: Everything you need to successfully manage and administrate your youth ministry](#). Grand Rapids, Michigan; Youth Specialties Books, Zondervan.

Bruce Fawcett and Rob Patterson (Eds.) (2004). *Missional Youth Ministry*. Mississauga, Ontario; Canadian Baptist Ministries.

Doug Fields. (1998). [Purpose Driven Youth Ministry: 9 essential foundations for healthy growth](#). Grand Rapids, Michigan; Zondervan.

Doug Fields. (2000). *Purpose Driven Youth Ministry: Training Kit Facilitator's Guide*. Grand Rapids, Michigan; Zondervan.

Eric Geiger and Jeff Borton. (2009). *Simple Student Ministry*. Nashville; TN; B & H Publishing Group.

Mike King. (2006). [Presence-Centered Youth Ministry: Guiding Students into Spiritual Formation](#). Downers Grove, Illinois; InterVarsity Press.

Brian Kirk and Jacob Thorne. (2011). *Missional Youth Ministry*. Grand Rapids; Michigan; Zondervan.

Rick Lawrence (2007). [Jesus-Centered Youth Ministry](#). Loveland, Colorado; Group Publishing.

Terence Linhart and David Livermore. (2011). *Global Youth Ministry*. Grand Rapids; Michigan; Zondervan.

David Ng (Ed.) (1996), *People on the Way: Asian North Americans discovering Christ, Culture, and Community*. Valley Forge, PA; Judson Press.

Mark Oestreicher. (2008). *Youth Ministry 3.0*. Grand Rapids; MI; Zondervan.

L. David Overholt & James A. Penner. (2005). *Soul searching the millennial generation: a guide for youth workers*. Toronto, Ontario; Novalis.

Jon Pahl. (2000). *Youth Ministry in Modern America: 1930 to the Present*. Peabody, Ma; Hendrickson Publishers.

Laurie Polich, & Charley Scandlyn. (2005). [Small Group Strategies](#). Grand Rapids, Michigan; Zondervan.

Dennis Rainey & Barbara Rainey (1998). [Parenting Today's Adolescent](#). Nashville, TN: Thomas Nelson.

John Santrock. (2001). 8th ed. *Adolescence*. Whitby, Ontario: McGraw-Hill Ryerson

Mark H. Senter III (General Ed.) (2001). [Four Views of Youth Ministry and the Church](#). Grand Rapids, Michigan; Zondervan.

Merton Strommen, Karen E. Jones, and Dave Rahn. (2001). [Youth Ministry That Transforms: A comprehensive analysis of the hopes, frustrations, and effectiveness of today's youth workers](#). Grand Rapids, MI; Zondervan.

Jeanette Yep, Peter Cha, Susan C. Van Riesen, Greg Jao & Paul Tokunaga. (1998). [Following Jesus Without Dishonoring Your Parents](#). Downers Grove, IL: IVP.

Family ministry:

Jack O. Balswick, & Judith K. Balswick. (1999). 2nd ed. *The Family: A Christian Perspective on the Contemporary Home*. Grand Rapids, Michigan: Baker. – **Standard text on family**

Diana S. Richmond Garland, Diane L. Pancoast. (1990). *The Church's Ministry With Families*. Dallas, Texas; Word.

Don W. Hebbard. (1995). *The Complete Handbook for Family Life Ministry in the Church*. Nashville, Tennessee; Thomas Nelson.

M.J. Muzi. (2000). *The Experience of Parenting*. Upper Saddle River, New Jersey: Prentice Hall.

R. C. Sproul, Jr. (Ed.) (2001). *Family Practice: God's Prescription for a Healthy Home*. Phillipsburg, New Jersey; Presbyterian and Reformed Publishing Co.

Counseling:

James M. Briesmeister, and Charles E. Schaefer (Eds.) (1998). 2nd edition. *Handbook of Parent Training: parents as co-therapists for children's behavior problems*. New York, NY: John Wiley & Sons.

Linda Metcalf . (1997). *Parenting toward Solutions: how parents can use skills they already have to raise responsible, loving kids*. Paramus, New Jersey: Prentice Hall.

Roth P. (1999). *Enter At Your Own Risk: 8 secrets for parenting through the middle school years*. Wheaton, Illinois: Harold Shaw.

William Van Ornum, and John B. Mordock. (1990). *Crisis Counseling with Children and Adolescents*. New York; NY; Continuum.

Bo Prosser & Charles Qualls. (2004). [Marriage Ministry: A Guidebook](#). Macon, Georgia; Smyth & Helwys Publishing.

Ron Taffel. (2005). [Breaking Through to Teens](#). New York, NY; Guilford Press.

Ellen F. Wachtel. (1994). [Treating Troubled Children and Their Families](#). New York, NY; Guilford Press.

Culture specific references:

Paul Anisel, & Kenise Murphy Kilbride. (Eds.). (2003). *Managing Two Worlds: The Experiences and Concerns of Immigrant Youth in Ontario*. Toronto; Canadian Scholars' Press.

Carl Bankston & Zhou Min. Religious Participation, Ethnic Identification, and Adaptation of Vietnamese Adolescents in an Immigrant Community. *The Sociological Quarterly* 1995, 36(3), 523-534.

M. Daniel Carroll R. (2008). *Christians at the Border: Immigration, the Church, and the Bible*. Grand Rapids; MI; Baker Academic.

Freda Cheung. Chinese Immigrants in the United States: Problems and Challenges. *Chinese in North America*, Jan-Feb, 2-6, 1991 (part 1), Mar-Apr, 10-13, 1991 (part II).

Gerhard Falk and Ursula A Falk. (2005). [The Youth Culture and the Generation Gap](#). New York; NY; Algora.

Rowena Fong (Ed.) (2004). [Culturally Competent Practice with Immigrant and Refugee Children and Families](#). New York; NY; Guilford Press.

Francis Inki Ha. Shame in Asian and Western Cultures. *American Behavioral Scientist*, 1995 (38:8) 1114-1131.

Chun Hoi Heo. (2003). *Multicultural Christology: A Korean Immigrant Perspective*. Bern, Switzerland; Peter Lang.

Young Lee Hertig. (2001). *Cultural Tug of War: The Korean Immigrant Family and Church in Transition*. Nashville, TN; Abingdon Press.

Paul Hiebert & Young Lee Hertig. Asian Immigrants in American Cities. *Urban Mission*, March 1993, 15-24.

Soomee Kim Hwang. In-Between Colors Have Names Too. *Pacific and Asian American Christian Education Newsletter*, vol. 7, no. 1, March 1992.

Harry Kitano. (1995). *Asian Americans: Emerging Minority*. 2nd ed. Englewood Cliffs, NJ; Prentice Hall.

Ho-Youn Kwon & Shin Kim. (1993). (Eds.) *Emerging Generation of Korean-Americans*. Seoul; Kyung Hee University Press.

Samuel Ling with Clarence Cheuk. (1999). *The "Chinese" Ways of Doing Things*. San Gabriel, CA; China Horizon.

Paul Hiebert & Young Lee Hertig. Asian Immigrants in American Cities, *Urban Mission* March 1993, 15-24.

Sang Hyun Lee & John Moore. (1993). *Korean American Ministry*. Louisville, KY; PCUSA.

Karen I. Leonard, Alex Stepick, Manuel A. Vasquez, and Jennifer Holdaway. (2005). [*Immigrant Faiths: Transforming Religious Life in America*](#). Walnut Creek, CA; AltaMira Press.

Donald Ng (Ed.). (1988). *Asian Pacific American Youth Ministry*. Valley Forge, PA; Judson Press.

Barrington Walker. (Ed.) (2008). *The History of Immigration and Racism in Canada: Essential Reading*. Toronto; ON; Canadian Scholars' Press.

Family Strengthening Programs:

Prime Time In-Home Family Therapy - A program for targeted youth, 12-15 years old, selected because of school failure, truancy, behavior problems or substance abuse. Contact: Ann Rogers, The House Next Door, 121 West Pennsylvania Ave., Deland, Florida 32720

Family Relationship Enhancement Programs - A program for adolescents and their parents who are high risk, dealing with substance abuse, child abuse, neglect. Contact: Bernard Guerney, Jr., Ph.D., the Pennsylvania State University, 101 Beecher House, University Park, PA 16802.

Parenting: A Skills Training Program - This program was designed to reach low social economic status parents of various ethnic and religious backgrounds. The program ranges from birth through adolescence for high risk families. Contact: Louise F. Guerney, Ph.D., The Pennsylvania State University, 101 Beecher House, University Park, PA 16802.

Representative Journals:

J. of Youth and Adolescence

J. of Youth Ministry

J. of Religious Gerontology

The J. of Early Adolescence

J. of Adolescence

J. of Adolescent Research

Family Ministry

Marriage & Family

Social Work & Christianity

Social Compass (International Review of Sociology of Religion)

J. for Biblical Manhood and Womanhood

Early Childhood Education Journal

Early Childhood Research Quarterly

Adolescence

Chinese Books:

區祥江. (2004). *因子之名: 父親培育男孩的挑戰*. 香港;突破.

區祥江. (2006). *屬靈富爸爸 – 父親培育兒子之道*. 香港;天道.

甘東農著,譚偉光譯,關瑞文系列主編. (2005). *易構*. 香港:基道出版社. (Donald Capps. Reframing: A new Method in Pastoral Care. 1990. Augsburg Fortress Press)

蔡元雲,勵楊蕙貞,劉穎,李德誠,鄧淑英等. (1998). *塑造21世紀年輕人 – 青少年工作者手冊*. 香港;突破.

李道宏. (2007). *教養愛主的第二代* (簡體版). 美國福音證主協會

羅錦添. (2007). *共建屬靈之家 -- 核心家庭屬靈牧養的探討*. 香港匯美書社

駱玟玲. (2008). *牧養主的 Young – 青少年事工重塑*. 台灣中華福音神學院.

潘鴻鈞,黎惠康,朱光澤 (主編).(2008). *金齡牧養事工策進會議彙報*.
多倫多;天道神學院戴德生華人事工中心.

薩拉著,文逢參譯,(2003). *瀟灑高飛*. 香港宣道出版社 (Harold J. Sala. Joyfully Single in a
Couples' World, 1996)

蘇文隆.(2005). *精彩的基督化家庭*. 台灣傳播中心

蘇穎智 (1995). *溫馨家庭之旅*.

蘇穎智. *家是愛之窩*

Example of Reading log:

Name of student:

Mail box No.

Date of reading	Title of book and chapters	Pages read	Total pages	Time spent
e.g. Feb 3, 09	DeVries' Family Based Youth Ministry	p.15-44	29 pages	1 1/2 hours

Cumulative total: _____ (pages) _____ (hours)