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 the 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 TEXTS


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 6 April, 2012 (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 26 March, 2012 (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 6 April, 2012 (50% of final grade)**

Each student is 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.

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.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

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<th>Assignment</th>
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<tr>
<td>Text and assigned article reading</td>
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<td>Conduct seminar and reflection paper</td>
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<td>Comprehensive paper</td>
<td>50%</td>
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<tr>
<td>Class presentation</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
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<td>Total grade</td>
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IV. COURSE SCHEDULE, CONTENT AND READING

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:


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


Bibliography:

Youth ministry:


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


**Family ministry:**


**Counseling:**

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


**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.


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:


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


蘇文隆. (2005). 精彩的基督化家庭. 台灣傳播中心


蘇穎智. 家是愛之窩
Example of Reading log:

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