



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **P272 Introduction to Family Ministries**

3 credits. Prerequisites: none.

November 9 – December 18, 2020  
Term B  
Monday-Thursday, 9:00 am -10:30 am

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*"The church is the only agency in western civilization which has all the members of the family as part of its clientele... through the complete life cycle from birth to death."*  
-Margaret Sawin, *Family Enrichment with Family Clusters*

### **Family Ministries MATTER!**

### **Course Content and Goals**

#### **Course Description**

This course will help the student to understand the unique needs of the various generations of people who are part of the local church. Students will explore how they can unite different areas of ministry in the church as they develop their own philosophy of family ministry. They will also develop strategies for thriving children's, youth, young adults, adults, and seniors' ministries.

#### **Relationship to Horizon's Mission**

This course will help the student develop in the following two areas of competency:

- *Ministry Development* is demonstrated by a capacity for advancing ministries with an awareness and use of effective ministry models for engaging with and equipping others in worship, witness, discipleship, care, and service to the world.
- *Contextual Awareness* is demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in **Ministry Development**, students will:

1. Describe and evaluate various churches' family ministry philosophies.
  - *Assessment:* Sketch of Church Structure, Field Trip Report
2. Develop a biblically-based and theologically-informed plan for family ministries in a church.
  - *Assessment:* Family Ministry Philosophy and Plan

3. Describe key programming strategies from birth to death in the church setting.
  - *Assessment:* Field Trip Report, Class Presentation, Family Ministry Philosophy and Plan

To demonstrate competency in **Contextual Awareness**, students will:

4. Identify key cultural trends shaping the ministries and programs for all age groups within the local church.
  - *Assessment:* Sketch of Church Structure, Field Trip Report, Class Presentation

## Course Work

### Required Readings

Hunter, Ron Jr. *Recalibrate: A New Measure for Family Ministry*. Nashville, TN: Randall House Publications, 2019.  
**ISBN:** 978-1614841067

Jones, Timothy Paul. *Perspectives on Family Ministry: 3 views*. 2<sup>nd</sup> Edition. Nashville, TN: B&H Academic, 2019.  
**ISBN:** 978-1535933360

Jones, Timothy Paul and John David Trentham. *Practical Family Ministry: A Collection of Ideas for Your Church*. Nashville, TN: Randall House Publications, 2015.  
**ISBN:** 978-0892659876

\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

**Portfolio Components.** *Family Ministry Philosophy and Plan*. This assignment must be edited and submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

#### 1. Reading

Read *Perspectives on Family Ministry: 3 Views* according to the schedule under Course Outline/Class Schedule. Confirm you have done this reading on Populi under the assignments "Reading: Chapter 1-4" and "Reading: Chapter 5-Conclusion."

- **Due date:** November 11 (Chapters 1-4), 18 (Chapters 5-Conclusion).

#### 2. Sketch of Church Structure.

Sketch your church's organizational structure. The aim of this assignment is to help you see the family ministry structure within a church you are familiar with. This will become a building block for your final assignment. The more clarity you put into this assignment, the easier it will be in your final assignment (which is also part of your Portfolio). Prepare this assignment in a way that can be shared with your fellow students through Zoom.

- a. Sketch your church's organizational structure.
- b. Summarize their weekly activities.
- c. Draw lines that connect the weekly activities to the organizational structure.
- d. Write a 2-page summary of how these programs and structures contribute to bringing the church together or separating different groups within the church. Also, identify cultural or historical factors in the church that has influenced this structure of ministry. Includes thought on how the church could do a better job at bringing people together.

Be prepared to share these findings with your fellow classmates, these will become part of our case studies in Family Ministry.

- Related learning outcome(s): #1 and #4.
- **Assignment Length:** 3 pages (Parts A, B, C are 1 page; Part D is 2 pages). **Due date:** Monday, November 16<sup>th</sup>, 2020 at the start of class (9am).

### 3. *Field Trip Report.*

The aim of this assignment is to broaden our perspectives on what family ministries can look like in different churches. Report on your findings from three churches (either the ones we visit with the class or three from your community that you will visit/interview). Respond to the observational questions provided to you during class.

- a. You will need to be familiar with the four different models of family ministry presented in *Perspectives on Family Ministry*. Be sure to cite the book in your report. Your report must include which model each church fits into and why you believe that (1 Page).
  - b. Explain the key programming strategies that you noticed. What are some cultural trends that you find within these churches? (2 pages)
  - c. Summarize your observations and correlate them showing the uniquenesses and differences of each church in relationship to each other and to the models of family ministry (2 pages).
- Related learning outcome(s): #1, #3 and #4.
  - **Assignment Length:** 5 pages (Part A is 1 page, Part B is 2 pages, Part C is 2 pages). **Due date:** Thursday, November 26<sup>th</sup>, 2020 at the start of class (9am).

### 4. *Class Presentation.*

The aim of this class is to help the student develop the skills needed to implement and evaluate any type of family ministry in the future. Prepare a class presentation on the chapter you chose from either *Practical Family Ministry* (chapters 1-12) or *Integrate* (chapters 5-14). Come prepared to choose a chapter on Thursday, November 12<sup>th</sup> in class. Everyone will do a different chapter.

- a. You will be teaching your fellow students about that chapter.
- b. Make sure to include how your chosen chapter fits within cultural trends and the different family ministry models.
- c. Prepare in an online capable way (power point, keynote, etc.)
- d. You will be given 15 minutes to highlight the important aspects of your unique chapter, with an emphasis on programming strategies in the church setting.

- e. You will be marked on your knowledge of the subject and understanding of how that subject fits into family ministries in the local church.
- f. You will be required to hand in your presentation and teaching notes.
- Related learning outcome(s): #3 and #4.
- **Assignment Length:** 15 minutes (with presentation & teaching notes). **Due date:** Monday, November 30<sup>th</sup>, 2020 at the start of class (9am).

### 5. Family Ministry Philosophy and Plan.

Write a thoroughly researched and biblically based paper on the topic of family ministries in the local church. You will design your ideal family ministry vision and plan for your local church. Pretend that you get to shape the ideal church/family ministry. Make sure to include all ages, from birth to death and how your plan fits into the culture of the church you are planning for.

- a. Explain, biblically and theologically, your reasons for that design including: your definition of family ministry, an organizational flow chart, weekly activities, who will run each program and how they connect to the organizational chart, how families of all kinds will be involved and how the church will help them (and how they will help the church).
- b. Be sure to reference your three textbooks, the scriptures, and at least three other resources for this paper (book, web, interview, etc. are all acceptable).
- Related learning outcome(s): #2 and #3.
- **Assignment Length:** 8-10 pages double-spaced.
- **Due Date:** Monday, December 7<sup>th</sup> at the start of class (9am).

### Estimate of Time Investment (individual time investments may vary)

		<b>Due Date</b>
1. Readings	18 hrs	Nov. 11; Nov 18 (see below)
Classroom time	28.5 hrs	N/A
2. Sketch of Church Structure	6 hrs	Nov 16 <sup>th</sup> (9 am)
3. Field Trip Report	10 hrs	Nov 26 <sup>th</sup> (9 am)
4. Class Presentation	7 hrs	Nov 30 <sup>th</sup> (9 am)
5. Family Ministry Philosophy and Plan	22 hrs	Dec 7 <sup>th</sup> (9 am)
Total =	91.5 hrs	

### Assessment Rubrics

Rubrics will be available on Populi under “Lessons” by the first day of class.

### Course Outline / Class Schedule

*Week one, November 9<sup>th</sup> – 12<sup>th</sup> – Introduction/Stages of Life, models of family ministry*

- Introductions – Getting to know each other, explore the syllabus and talk about where this course will take us.
- We will begin to explore the stages of life as it affects church ministries.
- Introduce the models of Family ministry as defined in *Perspectives*
- Read *Perspectives* chapters 1 to 4 by Wednesday, November 11<sup>th</sup>.

*Week two, November 16<sup>th</sup> - 19<sup>th</sup> – Case studies of family ministry*

- We will use the church sketches as case studies and explore the various ministries, define what model they fit into and what we see that works and maybe doesn't.
- Focused look at ministry to children and youth.
- See *Practical Family Ministry* Chapters 1, 4 and 6
- Read *Perspectives* Chapters 5 to Conclusion by Wednesday, November 18<sup>th</sup>.
- See *Recalibrate* Chapters 5 and 9

*Week three, November 23<sup>rd</sup> – 26<sup>th</sup> – Explorations of the ministries of the church*

- Focused look at young adult ministries
- Field trip – visit three churches to learn about family ministries or, for those not on campus, interviews at three churches. Days to be determined.
- See *Practical Family Ministry* Chapters 7 and 8
- See *Recalibrate* Chapter 7 and 8

*Week four – November 30<sup>th</sup> – December 3<sup>rd</sup> – Class presentations*

- Class presentations from student on the unique chapters. Assignments will be due Monday at 9 am, presentations will take place based on the schedule defined in class together.
- Focused look at adult and senior ministries
- See *Practical Family Ministry* Chapters 9 and 10
- See *Perspectives* Chapters

*Week five – December 7<sup>th</sup> – 10<sup>th</sup> – Processing the ideal family ministries plan*

- Discussing everything we have learned, how it impacts our lives and ministries.
- What role can “I” play in helping right now? In the future? As a volunteer or as staff in a church?
- Focused look at the final stages of life and how that should be included as part of our ministry plan.
- See *Recalibrate* Chapters 10, 11 and 12

- First submissions of assignments will not be accepted after **Friday, December 11, 2020.**

Revision Week	Assignment Due
Monday, December 14	<i>Sketch of Church Structure</i> (as necessary) <i>Field Trip Report</i> (as necessary)
Tuesday, December 15	<i>Class Presentation</i> (as necessary)
Wednesday, December 16	<i>Family Ministry Philosophy and Plan</i> (as necessary)
Thursday, December 17	Second Resubmissions (as necessary)
Friday, December 18	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Friday, December 18, 2020.**

## Academic Policies

### General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Campus Health Policy**

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## Bibliography

Allen, Holly Catterton and Christine Lawton Ross. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. Downers Groves, IL: InterVarsity Press, 2012.

Devries, Mark. *Family Based Youth Ministry*. Downer Groves, IL: InterVarsity Press, 2004.

Garlan, Diana R. *Family Ministry: A Comprehensive Guide, 2<sup>nd</sup> Edition*. Downers Grove, IL: InterVaristy Press, 2012.

Hicks, Dr. Rick and Kathy. *Boomers, Xers and other Strangers*. Wheaton, IL: Tyndale House Publishers, 1999.

Homes, Mark. *Faith Begins at Home: The Family Makeover With Christ At The Center*. Ventura, CA: Gospel Light, 2007.

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Joiner, Reggie. *Think Orange: Imagine The Impact When Church and Family Collide*. Colorado Springs, CO: David C. Cook Distribution, 2009.

Joiner, Reggie & Carey Nieuwhof. *Parenting Beyond Your Capacity: Connect Your Family To A Wider Community*. Colorado Springs, CO: David C. Cook Publishing, 2010.

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McIntosh, Gary L. *One Church Four Generations: Understanding and Reaching All Ages in Your Church*. Grand Rapids, MI: Baker Books, 2002.

Melheim, Dr. Rich. *Holding Your Family Together: 5 Simple Steps to Help Bring Your Family Closer To God and Each Other*. Ventura, CA: Gospel Light, 2013.

Penner, James & Associates. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. Foundational Research Document: EFC Youth and Young Adult Ministry Round Table, 2011.