



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

## P272 Introduction to Family Ministries

3 credits. Prerequisites: none

👤 On Campus 'A' Live-Stream 📺 Video on Demand

September 12 – October 21, 2022  
Term A  
Monday evenings, 5pm-8pm  
Tuesday & Thursday mornings, 9am-10:30am

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### Course 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, and seniors' ministries.

#### Relationship to Horizon's Mission

Different age groups have different ministry needs. This course will help you to understand those unique needs and give you skills to be more effective in ministry to various age groups, while also considering how that ministry can unite people in the church of different age groups.

Therefore, this course will help you develop in the following areas of competency:

- *Ministry Development*: Develop ministry and strategies for healthy church practices and programs with an awareness of key ministry models, and act as a mentor and leader to equip others as ministers in worship, discipleship, training, care, and service to the world.
- *Contextual Awareness*: Demonstrate contextual awareness through a healthy view of self, a Christian view of the world, and by engaging culture in appropriate ways.

#### Core Competencies and Learning Outcomes



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

1. Describe and evaluate various churches' family ministry philosophies.

- *Assessment*: Perspectives Reading Review, Field Trip Report, Textbook Reflections

2. Develop a biblically-based and theologically-informed plan for family ministries in a church.
  - *Assessment:* Perspectives Reading Review, Textbook Reflections, Family Ministry Philosophy and Plan
3. Describe key programming strategies from birth to death in the church setting.
  - *Assessment:* Field Trip Report, Textbook Reflections



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:* Family Ministry Philosophy and Plan

## Course Work

### Required Readings

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

Jones, Timothy Paul. *Perspectives on Family Ministry: 3 Views*. 2nd 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, 2015.  
**ISBN: 978-0892659876**

**\*\*These books may be in short supply and have long shipping times. If you would like hard copies, order your textbooks as soon as possible. Otherwise, these books may be most accessible as eBooks.**

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. 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 for inclusion in your e-portfolio. It will be added to the Ministry Development *e-Project* when you enroll in a Portfolio lab. See the [Portfolio Guide](#) for further information.

1. *Perspectives Reading Review.*

Read the textbook *Perspectives on Family Ministry: 3 Views* and answer the following questions:

- a. Briefly summarize each of the three different views that are outlined in Part 2 of the book.
  - b. What are your initial thoughts after reading *Perspectives on Family Ministry*? What do you agree with and disagree with?
  - c. Are there any strategies that may not be effectively transferred over to Canadian church culture?
  - d. What new methods of family ministry did you discover from reading this book?
  - e. Discuss any three key biblical passages from the book that will help you be successful in leading any part of a family ministry in church. Explain why and reference the book.
  - f. Please share your thoughts on Strother's comment, on p. 147 when he says, "Family-based ministry has helped to head the church in the right direction, but this model of ministry fails to go far enough in equipping parents to serve as primary disciplinarians in their children's lives."
  - g. Describe three key takeaways from this book that will help you be successful in leading any part of a family ministry in a church.
- Related learning outcome(s): #1 and #2.
  - **Assignment Length:** 3-4 pages double-spaced.
  - **Due date:** Monday, September 19<sup>th</sup> at 5pm.

2. *Textbook Reflections.*

Choose any 7 chapters to read from both of the textbooks (14 chapters total) *Recalibrate: A New Measure for Family Ministry* and *Practical Family Ministry: A Collection of Ideas for Your Church*. Then write a three-to-four-page (total) reflection paper on both books. Include the following:

- a. Indicate on the title page the chapters that you read.
  - b. Share what key themes you learned about family ministry and how these books have shaped your church ministry philosophy.
  - c. Include what you disagree with the authors in both books along with an explanation of why you disagree with them.
  - d. Include what you agree with the authors' biblical framework for family ministry.
  - e. Explain how you could implement the themes from these books into your current church or ministry setting.
- Related learning outcome(s): #1, #2, and #3.
  - **Assignment Length:** 3-4 pages double-spaced.
  - **Due date:** Thursday, September 29<sup>th</sup> at 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 the churches we visited on Zoom during classes. Respond to the observational questions on the sheets provided during the first day of class.

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** 8 pages double-spaced (2 pages/church).
- **Due date:** Thursday, October 6th at 9am.

### 4. *Family Ministry Philosophy and Plan.*

Using the Zoom field trip visits and 8 or more scholarly sources (including the textbooks), write a thoroughly researched and biblically-based paper on the topic of “When Church and Families Collide,” addressing the issue of what to do with the many age “silos” that make up our churches. Pretend that you get to shape the ideal church. For this ideal church, describe the biblical basis for the family ministry philosophy. Describe family ministry strategies that address how the three generations in the church will come together. How will these generations learn from and mentor each other? How can the family do church together when we are constantly splitting them up? Are all of the current church programs helping parents to be spiritually mature parents, or are they letting parents off the hook? Articulate current cultural trends that are influencing ministry and programs for each generation.

- Related learning outcome(s): #2 and #4.
- **Assignment Length:** 8-10 pages double-spaced.
- **Due date:** Thursday, October 13<sup>th</sup> at 9am.

### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
  - **Note:** Zoom Field Trips (September 27<sup>th</sup> and 29<sup>th</sup>) will be recorded for VOD students to watch in the same way as regular classes.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
- By Monday at 11:59pm each week, VOD students will submit a 2-3-minute video report on FlipGrid that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
  - **September 19 at 11:59pm:** Week 1 Lectures & FlipGrid Report due.
  - **September 26 at 11:59pm:** Week 2 Lectures & FlipGrid Report due.
  - **October 3 at 11:59pm:** Week 3 Lectures & FlipGrid Report due.
  - **October 10 at 11:59pm:** Week 4 Lectures & FlipGrid Report due.
  - **October 17 at 11:59pm:** Week 5 Lectures & FlipGrid Report due.

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

**Estimate of Time Investment**

In-Class Time	26.5hrs	N/A
Perspectives Reading Review	21hrs	Sept. 19 (5pm)
Textbook Reflections	18hrs	Sept 29 (9am)
Field Trip Report	6hrs	Oct 6 (9am)
Family Ministry Philosophy and Plan	24hrs	Oct 13 (9am)
Total =	95.5hrs	

**Assessment Rubrics**

Rubrics will be available on Populi under “Lessons.”

**Class Schedule**

*Monday Evening, September 12<sup>th</sup>—Introduction/Purpose of the Family*

- Introductions – This evening will be an opportunity for us to get to know each other, to explore the syllabus and the direction that we will be taking in this course and to talk about expectations with respect to assignments. We will begin to build a biblical basis and purpose for the family.

*Tuesday and Thursday Morning, September 13<sup>th</sup> and 15<sup>th</sup>—How Family Ministry Has Changed and Implications*

- We will discuss the shift from Silo ministry to the desire to be intergenerational, a history of family ministry over the years, and the implications for church ministry today.

*Monday Evening, September 19<sup>th</sup>—Programming Strategies from Birth to Young Adults*

- We will look at how to get your whole church on board with the same vision. We will discuss what biblical knowledge should be taught at what age. We will also look at the importance of making your church a “Safe Place” for the vulnerable.

*Tuesday Morning, September 20<sup>th</sup>—What Should a Thriving Children’s Ministry Actually Look Like in a Healthy Church?*

- During this session, we will discuss working with volunteers: what program to use, curriculum, facility challenges, church vs. non-church kids and families, discipleship vs. outreach, and the ever-changing demands of children’s ministry.

*Monday Evening, September 26<sup>th</sup>—Understanding Today’s Youth and Young Adult Culture*

- We will be challenged with the reality of keeping this generation thriving in the life of the church. We will discuss how to plan and lead an effective and purpose-filled youth ministry, including evangelism, discipleship, worship, missions, and

fellowship, partnering with parents, leading your volunteers, and safety and abuse scenarios. The morning will end with discussion and teaching on why the twenties crowd is leaving the church and what we can do to change that.

*Tuesday and Thursday Morning, September 27<sup>th</sup> and 29<sup>th</sup>—Zoom Field Trips*

- These mornings we will visit four churches via Zoom and talk with their children's, youth, and family ministries pastors. The goal of this activity is to see what their churches do well and what challenges they face.

*Monday Evening, October 3<sup>rd</sup>—Youth Ministry 3.0*

- During this session, we will discuss the shift from 2.0 to 3.0. We will answer the question of: can youth and family ministries really mix? How do we incorporate youth missions into the life of your church? What is the balance of relationships vs. programs? What is the fine line of peer vs. family raised?

*Tuesday and Thursday Morning, October 4<sup>th</sup> and 6<sup>th</sup>—Intergenerational Vs. Multigenerational. We will also have a zoom session with a rural church pastor to get this perspective.*

- We will discuss how three generations can do church together effectively. We will discover how to become an intergenerational church that works together with families and seniors.

*Wednesday Evening, October 12<sup>th</sup>—The Family Matters: (Offering Help to Hurting Families)*

- Everyone on staff in churches today needs to be able to offer help to hurting families. This session will cover the basics of teaching families how to handle money and the importance of tithing, parenting through teenage rebellion, friendships, prayer, the value of family time together, and family conflict and counseling.

*Tuesday and Thursday Morning, October 11<sup>th</sup> and 13<sup>th</sup>—Where the Rubber Hits the Road: The Impact When Church and Family Collide*

- Where the rubber hits the road! We will discuss the reality of where the family and Canadian culture are at and how the church can continue to offer hope for families. We will look at some new strategies for the church.

- First submissions of assignments will not be accepted after **October 14, 2022**.

<b>Revision Week</b>	<b>Assignment Due</b>
Monday, October 17	Perspectives Reading Review (as necessary) Field Trip Report (as necessary)
Tuesday, October 18	Textbook Reflections (as necessary)
Wednesday, October 19	Family Ministry Philosophy and Plan (as necessary)
Thursday, October 20	Second Resubmissions (as necessary)
Friday, October 21	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **October 21, 2022**.

## **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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### **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 more than 40%</b> of the 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 40% or less.	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); Jessie Lysholm, Associate Dean of Students, at [jlysholm@horizon.edu](mailto:jlysholm@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. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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.

### **Select Bibliography**

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

Berard, John and James Penner. *Consuming Youth: Leading Teens Through Consumer Culture*. Grand Rapids, MI: Zondervan, 2010.

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

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

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

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

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

Jones, Timothy Paul. *Family Ministry Field Guide: How Your Church Can Equip Parents to Make Disciples*. Indianapolis, IN: Wesleyan, 2011.

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

Melheim, 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.