



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

P272 DE Introduction to Family Ministries

3 credits. Prerequisites: none

 Online Video

January 15 – April 18, 2024
Winter 2024

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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* 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:* 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.

**While students have the benefit of accessing many of 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

1. *Lecture Attendance and Interaction* (formative).

For this course, students are required to “attend” video lectures. Video recordings are housed on Horizon’s Video Centre. The link and password will be placed on Populi:

P221 - CB/DE: Introduction to Pastoral Life & Leadership 2020-2021: Winter 2021

Info

Course Number	P221 - CB/DE
Term	2020-2021: Winter 2021
Dates	Jan 11, 2021 - Apr 22, 2021
Units	Credits: 3.00 Hours: 0.00

Faculty

Links add

- Video on Demand (Password: To Be Announced)

Reading List add

Required Books

- Building Below The Waterline: Shoring Up the Foundations of Leadership
- David Wilkerson: The Cross, the Switchblade, and the Man Who Believed
- The Pentecostal Pastor: A Mandate for the 21st Century

Syllabus
Add content or upload a file

By the following due dates, students are required to watch the designated videos and submit a 2-3-minute video report on Flip 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. **Note:** Zoom Field Trips have been recorded for VOD students to watch in the same way as regular classes.

- Days 1-3 Lectures & Flip Report due January 25 at 11:59PM.
- Days 4-6 Lectures & Flip Report due February 1 at 11:59PM.
- Days 7-9 Lectures & Flip Report due February 8 at 11:59PM.
- Days 10-12 Lectures & Flip Report due February 15 at 11:59PM.
- Days 13-15 Lectures & Flip Report due February 22 at 11:59PM.

2. *Perspectives Reading Review* (25%).

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 disciple-makers 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.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Answer questions A-G.
 - Related learning outcome(s): #1 and #2.
 - **Assignment Length:** 3-4 pages double-spaced.
 - **Due date:** March 4, 2024

3. *Textbook Reflections* (25%).

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 about in both books along with an explanation of why you disagree with them.
- d. Include how 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.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Indicate on the Title Page that the student read 7 chapters from *Recalibrate* and 7 chapters from *Practical Family Ministry* (14 chapters total).
- Related learning outcome(s): #1, #2, and #3.
- **Assignment Length:** 3-4 pages double-spaced.
- **Due date:** March 18, 2024

4. *Field Trip Report* (15%).

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 recordings of the churches visited. Respond to the observational questions on the sheets provided under "Lessons." You can find the Field Trip recordings on Day 8 and Day 9.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Respond to all 9 observational questions from each church.
- Related learning outcome(s): #1 and #3.
- **Assignment Length:** 8 pages double-spaced (2 pages/church).
- **Due date:** March 29, 2024.

5. *Family Ministry Philosophy and Plan* (35%).

Using the 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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.

- Reference the Zoom field trips and 8 or more scholarly sources (including the textbooks).
- Related learning outcome(s): #2 and #4.
- **Assignment Length:** 8-10 pages double-spaced.
- **Due date:** April 9, 2024.

Estimate of Time Investment (individual time investments may vary)

Lecture Attendance and Interaction	26.5	Jan 25; Feb 1, 8, 15, 22	Assignment Weighting
Perspectives Reading Review	hrs	Mar 4	
Textbook Reflections	21 hrs	Mar 18	25%
Field Trip Report	18 hrs	Mar 29	15%
Family Ministry Philosophy and Plan	6 hrs	Apr 9	35%
	24 hrs		
Total =	95.5hrs		

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Class Schedule

Day 1—Introduction/Purpose of the Family

- Introductions – This class 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.

Days 2 and 3—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.

Day 4—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.

Days 5 and 6—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.

Day 7—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. We will end with discussion and teaching on why the twenties crowd is leaving the church and what we can do to change that.

Days 8 and 9—Zoom Field Trips

- These classes, we will visit 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.

Day 10—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?

Days 11 and 12—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.

Day 13—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.

Days 14-15—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 **April 12, 2024**.
- Since this is a DE course, the professor will ask for revisions throughout the semester.
- No resubmission of assignments will be accepted after **April 18, 2024**.

Academic Policies

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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student’s assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100

		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NY M	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student’s and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon’s Library Technician, at library@horizon.edu.

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.