

**Theological Seminary
Andrews University**

DRSE 779 Parenting Education and Guidance

(3 credits)
2010 Cohort

Instructor:

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The teaching intensive for the module is July 15-20, 2012 at Andrews University.

The daily schedule is Sunday (7 - 9 pm); Mon - Fri (8 am - 5:30 pm).

Course Module Description

The course examines child development, children in the family system, the changing roles and responsibilities of parents, child-rearing practices—including spiritual nurture of children, safety and protection for children, diverse parenting situations, and decision-making about parenthood. The course builds skills in parenting education with a Christocentric perspective.

A basic understanding of personal development, especially as experienced in childhood, is foundational for effective parenting practice. A focus of this course will be on comprehension of the parenting role as a discipling caregiver and meeting children's needs at various stages. Purposeful parenting principles will be introduced which span cultures and different family structures. The primary focus of this course is acquiring basic understanding and comprehension, and then integrating these bases into a parenting education competency.

Competencies of the Family Ministry Concentration

Competency	Learning Resources
<u><i>Family Life Education</i></u> Students acquire knowledge of the various topic areas related to the field of family life education and explore current issues and empirical findings related to this area of study.	<ul style="list-style-type: none">• Course intensive presentations on the topic of parenting and parenting education• Assigned textbook reading, journaling, and reporting• Research paper or parenting education event development.
<u><i>Spiritual, Theological, and Personal Formation</i></u>	<ul style="list-style-type: none">• Course intensive presentations• Assigned textbook reading, journaling, and

<p>Students reflect theologically on the lived experience of families, become aware of their personal strengths and limitations, realize the impact self-awareness and self-understanding have on ministry, and seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.</p>	<p>reporting</p> <ul style="list-style-type: none"> • Reflective essay on family of origin • Attentive engagement with the class presentations; full participation in class/team activities • Ministry Development Plan • Small Work Group
<p><u><i>Research and Praxis</i></u> Students learn and acquire basic research skills pertinent to their practice in the field of family life education and family ministry within the context of church and community. Based on current research, students develop and deploy a relevant, field-based project intentionally addressing family ministry in the local context.</p>	<ul style="list-style-type: none"> • Course intensive presentations • Assigned textbook reading, journaling, and reporting • Research paper/construction of parenting event
<p><u><i>Professional</i></u> Students gain knowledge of professional family life education and family ministry constructs, as well as family law and public policy. Students acquire ministry skills pertinent to their practice in the field of family life education within the context of ministry.</p>	<ul style="list-style-type: none"> • Course intensive presentations • Assigned textbook reading, journaling, and reporting • Attentive engagement with the class presentations; full participation in class/team activities • Research paper/construction of parenting event

Course Objectives

Knowledge

Upon successful completion of this course, the student will be able to:

1. Understand parenting in the context of family systems as well as both individual and family developmental stages.
2. Know the basic foundations of a biblical understanding of the family.
3. Understand the implications of attachment theory and basic neuroscience for child development and parenting.
4. Clarify their parenting values and purposes.

5. Understand parenting education as a professional facet of family life education.
6. Understand the spiritual implications of parenting as a form of disciple-making.
7. Understand the changing roles and responsibilities of parents.
8. Know about various child-rearing practices, guidance, and parenting strategies.
9. Understand standards of safety and protection of children.
10. Know diverse parenting situations and their implications.
11. Understand principles for decision-making about parenthood.

Values and Attitudes

Upon successful completion of this course, the student will be able to:

12. Value the parenting role as an opportunity to fulfill the Great Commission and the Great Commandment.
13. Value the parenting educator as a viable community resource and equipping expert for caregivers of children.
14. Value the personal role of mentor and model for new generations as an expression of one's commitment to Jesus Christ.

Skills and Practice

As a result of this course, the student will be able to:

15. Develop and present parenting material in various formats, for specific audiences, in different settings.
16. Advise adult caregivers to use principles and purpose in determining parenting practices.
17. Write and comment succinctly and knowledgably on parenting issues.
18. Apply the power of prayer in the role of caregiver and parenting educator.

Required Textbooks

Persons who are accepted participants in the DMin program may obtain the required reading assignments from the professor.

Assignments

Pre-Campus Assignments:

1. Book Reviews. For each of the 5 required textbooks, compose a quality 1-2 page book review. **Due at the start of the intensive course week, Sunday, July 15, 2012.**
2. Reflective Essay. Refine and compose your thoughts about your own family of origin and the ways in which the parenting style of your own parents impacted you. Include the various whole person dimensions, i.e., emotional, physical, mental, social, etc. Include your current ideas and values about parenting and indicate what you consider to be the origins of these ideas and values. **Due at the end of the intensive course week, Friday, July 20, 2012.**
3. Outline of Final Project. You must submit a description (about two pages) of your final project—which is to be either (1) a research paper on some aspect of parenting OR (2) the construction of a parenting education training event (see below under *Post-Campus Assignments*). This outline paper should include a brief description, rationale for the project, major theoretical model or models that will form the basis for it, the concepts you wish to develop, and the format you plan to use. **Due at the end of the intensive course week, Friday, July 20, 2012.**

On-Campus Assignments:

4. Active Attendance. Punctual arrival, attentive engagement with the class presentations, full participation in class/team activities, respectful decorum as regards other students and the instructor are components of “Active Attendance.”

Post-Campus Assignments:

5. Final Parenting Project. Research Paper OR Parenting Education Event. You may choose either:
 - (1) a research paper on some aspect of parenting that is relevant to parent education and ministry A research paper should be about 20 pages in length. ***Detailed guidelines will be passed out on the first day of class.***
 - OR
 - (2) the construction of a parenting education training event. A parenting education event should present a minimum of two 90-minute sessions at church or in other educational settings. It should teach specific concepts and/or skills about parenting based on a particular theory or model. It should be developed into a user-friendly training event with sufficient instructional materials, worksheets, handouts, etc. suitable for presentation by you or a trainer who peruses your training curriculum. (Written text for each session with

lecture materials, handouts and worksheets should be 8-10 pages minimum, i.e., 16-20 pages for a two-session event.)

The final parenting project (1) OR (2) is due February 20, 2013.

6. Small work group. Students will participate in a post-intensive small work group for peer support and sharing of experience. A portion of the grade for the course is allocated to the Small Work Group. The structuring of the group includes 1) a facilitator to call and manage meetings; and 2) a secretary to keep minutes and post them by email to the specified concentration faculty group members. Groups may meet by phone conference, face-to-face, or via electronic conference.
 - a. The small work group meeting must occur by **October 20, 2012**, to reflect on the impact DRSE 779 Parent Education and Guidance as a whole has had upon you personally as a parent or mentor of children/youth and professionally as a family life educator.
 - b. A journal and attendance record of the group meetings will be required from a secretary for the group by **November 20, 2012**. The report is to be sent by email to the course instructor.

7. Project Dissertation - Chapter 4. As part of the third year, Chapter 4 of your project dissertation "Description of the Intervention," is to be written. See *Doctor of Ministry Project Map* http://www.andrews.edu/sem/dmin/project/project_map/project_map.pdf. For guidance in writing this chapter, consult the rubric provided on the Doctor of Ministry website: http://www.andrews.edu/sem/dmin/project/writing_assistance/rubric-chapter.pdf. Submit your Project Dissertation Chapter 4 to your advisor and 2nd reader. **Due April 20, 2013.**

8. Context Support Group and Ministry Development Plan (MDP). All DMin students are required to have **one meeting each year** with their Context Support Group. These five to seven persons within your ministry context provide both encouragement and assessment of your growth in the DMin journey. Revise and update your MDP as required to reflect your current situation and share this with the Context Support Group.

Standards of Written Work

The Andrews University Standards for Written Work, 11th Edition (2011) will provide the standards for all written work. All references are to be cited using APA 6.

Evaluation

Your grade will be based on the following work and weighted as indicated by the following percentages:

Book Reviews (5)	100 points	20%
Reflective Essay	50 points	10%
Active Attendance*	50 points	10%
In Class Assignments	25 points	5%
Post-intensive Small Work Groups	25 points	5%
Final Project	<u>250 points</u>	<u>50%</u>
<i>TOTAL -</i>	<i>500 points</i>	<i>100%</i>

*Active Attendance in class and teams will be measured by attendance and involvement/engagement during class. A variety of written responses, small group “on-task” discussions/exercises, and in-class projects will serve as support indices for in-class involvement/engagement.

Penalties

If submitted by assignment due date:	possible A grade
Late up to 30 days:	no more than A- grade
Late 31 to 60 days:	no more than B+ grade
Late 61 to 90 days:	no more than B grade
Late 91 days or more:	DN (deferred and not completable)

Course Intensive Schedule

Date		Topic
Sun	eve	• Introduction and course requirements
Mon	am	• Theories of family and family systems and models of parenting
	pm	• Genetics/parenting styles and other influences on child development
Tue	am	• Developmental and stage models of family life and parenting challenges at each stage
	pm	• A neuroscience perspective on child development
Wed	am	• Attachment theory and parenting

	pm	<ul style="list-style-type: none">• The tough stuff—behavioral problems, learning disabilities, ADHD, addiction, defiance, etc.
Thu	am	<ul style="list-style-type: none">• Family violence, abuse, prevention, and healing
	pm	<ul style="list-style-type: none">• Parent’s marriage, single parents, impact of divorce, and development of healthy sexuality in the family
Fri	am/ pm	<ul style="list-style-type: none">• Spiritual life in the family and spiritual development in children. Family ministry in the church

April, 2012