

Andrews University

Seventh-day Adventist Theological Seminary

Doctor of Ministry Program

RLED758 Internal Dynamics of Families (3 credits)

2010 Family Ministry Cohort

Professor: Jeffrey O. Brown, PhD, CFLE Contact: 441 292 4110
Dates: July 18-23, 2010 Location: Seminary Room N335

Course Description

A study of family systems theory and its application to key issues in internal family dynamics. This course meets the National Council on Family Relations requirements for the Internal Dynamics of Families module, i.e. an understanding of family strengths and weaknesses and how family members relate to each other. This course will examine the seasons that youth, singles, and marrieds pass through, and the Christian response, for “Except the Lord build the house, they labor in vain that build it” (Psalm 127:1).

Participants in the 2010 Family Ministry Cohort take the following modules and courses in the following sequence:

RLED755	Families in Society	July 11-23, 2010
RLED758	Internal Dynamics of Families	July 11-23, 2010
GSEM790	DMin Project Seminar	July 25-30, 2010
GSEM706	Spiritual & Theological Foundations for Ministry	May 2011
GSEM730	Field Research for Ministry	Feb 15, Mar 1, 15, 29, Apr 12, 26, May 10, 24, 2011
RLED779	Parenting Education & Guidance	July 15-27, 2012
RLED759	Human Sexuality	July 15-27, 2012
GSEM796	DMin Project	Summer 2012
RLED757	Family Law & Public Policy	July 2013
RLED720	Professional Development	July 2013
GSEM796	DMin Project	Summer 2013

Concentration Outcomes

The DMin Family Ministry concentration seeks to create competency in four areas related to the discipline:

1. *Family Life Education*: to help participants acquire knowledge of current issues and empirical findings related to the field of family life education.

2. *Spiritual, Theological, and Personal Formation*: to reflect theologically on the lived experience of families, to help participants integrate their spiritual and theological perspectives into the practice of ministry. To help participants become aware of their strengths and limitations (background, emotional state) and to realize the impact self-awareness and self-understanding may have on ministry.
3. *Research and Praxis*: to help participants 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 the current research develop and deploy a relevant, field-based project intentionally addressing family ministry in the local context.
4. *Professional*: to help participants gain knowledge of the professional field including family life education, family ministry constructs, family law and public policy. To help participants acquire ministry skills pertinent to their practice in the field of family life education within the context of ministry.

The Cohort

This course is open to members of this cohort, who take the sequence of modules and courses together as listed in the Description. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Family Ministry Concentration in their DMin program. Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

Course Requirements

Pre-Intensive

Read the required text and three (3) books of your choice from the recommended reading list below. Develop 30 questions from the required text and 20 questions from each of the other three books (i.e. a total of 90 questions) that capture the salient points made by the literature, and provide formidable answers for the questions you have raised. Books can be purchased through the Andrews University Bookstore (800-385-2001), at the Amazon online book store, or in any manner convenient to the student. Pre-Intensive assignments are due the first day of the teaching intensive. **Value: 30 points.**

1) Literature

Required Text

Strong, B., DeVault, C., & Cohen, T.F. (2010). *The marriage and family experience: Intimate relationships in a changing society*. Belmont, CA: Wadworth Publishing.

Recommended Reading

Balswick, J.O. & Balswick, J.K. (1991). *The family: A Christian perspective on the contemporary home*. Grand Rapids, MI: Baker Books.

Brown, J. & Brown, P. (2003). *A guide to parenting: On the winning team with your children*. Grantham, UK: Stanborough Press.

Garland, D. (1999). *Family ministry: A comprehensive guide*. Downers Grove, IL: InterVarsity Press.

Grunlan, S. (1984). *Marriage and the family: A Christian perspective*. Grand Rapids, MI:

- Zondervan Publishing House.
- Jones, T.P. ed. (2009). *Perspectives on family ministry: Three Views*. Nashville: B & H Publishing Group.
- Kettler, C.& Speidell, T. eds. (1990). *Incarnational ministry: The presence of Christ in church, society, and family*. Colorado Springs, CO: Helmers and Howard.
- Rainey, D. (2001). *Ministering to twenty-first century families*. Nashville: W. Publishing Group.
- Sell, C. M. (1995). *Family ministry*. Grand Rapids, MI: Zondervan Publishing House.

2) Journaling of the literature

The journal is an informal reflection of your thoughts on each chapter as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the chapter and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life, and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style other than chapter separators, and will not be graded for grammar, writing quality, etc.

The Intensive

1) Expectations for attendance

“Whenever the number of absences exceeds 10% for graduate classes of the total course appointments, the teacher may give a failing grade... The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence” *Andrews University Bulletin*.

2) Participation in discussion, exercises, and field experience

Active attendance means full engagement in all activities. Non-involvement can result in a points reduction.

3) Beginning the Ministry Development Plan

Each student will develop a ministry development plan of 5-7 pages which will serve as an outline for a personal family ministry portfolio that gives evidence of competency development. The completed portfolio is due at the end of the program and must give evidence of work-related application of the family ministries principles and practices presented in the intensives. Remember that the portfolio will be prepared for submission and presentation at the completion of the program.

4) Journaling of the intensive experience

Daily journaling and a compilation of class notes are due on a daily basis at the start of class. They can be handed in person, or sent by email to jbrown@oakwood.edu or via the internet through the Andrews University “Desire2Learn” portal (<https://d21.andrews.edu/index.asp>) for this class.

5) Beginning their project chapter

The student will commence chapter 3 of their project, the literature review. Students can expect this to be a minimum of 60 resources in the first year, including books, periodicals, and internet-based information. Drawing primarily on resources published in the past 5-10 years, some classic resources can also be included.

Post Intensive

1) Literature

- Anderson, R.S., & Guernsey, D.B. (1985). *On being family: A social theology of the family*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Brown, J. (2001). *Single and gifted: Making the most of your singleness*. Grantham, UK: Autumn House.
- Brown, P. (2009). *What on earth am I doing? Leadership lessons for clergy spouses*. Belleville, Ontario: Guardian Books.
- Garland, D.S. & Pancoast, D. eds. (1990). *The church's ministry with families*. Dallas: Word Publishing.
- June, L., ed. (1991). *The Black Family: Past, present, & future. Perspectives of sixteen black Christian leaders*. Grand Rapids, MI: Zondervan Publishing House.
- Powell, L.H., & Cassidy, D. (2007). *Family life education: Working with families across the lifespan*. Long Grove, IL: Waveland Press.

2) Journaling of the literature

Continue your journaling.

3) Ministry Development Plan

Continue your Ministry Development Plan. This is assigned in the first module and a revision is assigned in the third module.

4) The Context Support Group

Students will form a context support group of five to seven persons from their specific ministry context who will meet face-to face annually to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before August 15, 2010. The group will review the MDP and its role with materials provided during the intensive,

5) Peer Work Groups

Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience. The first group meeting must occur on or before September 15, and review the work of each student on their chapter three. The second group meeting must occur on or before November 15, and review the research-based intervention plan focusing on family issues done by each student. A journal and attendance record of the group meetings will be required from a secretary for each group by October 15, 2010 for the 1st mtg and by December 15, 2010 for the 2nd mtg. Groups may meet by phone conference, face-to-face, or via electronic conference.

6) Project Chapter

The primary post-intensive activity will be the review of literature for chapter 3 of the student's DMin project. This will be a dynamic review that will be updated throughout the DMin process, but the primary review of literature will take place as the major post-intensive course work for the first intensive. This primary review of literature, written in 16-22 pages, will be due by June 1, 2011. The student will read prolifically in the field of study specific to their project/dissertation. *The Andrews University Standards for Written Work, 11th Edition*, will provide the standards for the project chapter.

7) Family Resource Data Base

Develop a data base of local community resources relating to the family.

8) Intervention Plan

Develop a research-based intervention plan focusing on family issues that could be implemented in an agency or your local church.

Assessment

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered.

Competency	Learning Resources	Assessment
<i>Family Life Education:</i> to help participants acquire knowledge of current issues and empirical findings related to the field of family life education.	Pre and post-intensive reading; intensive presentations	Pre/ post intensive reading & journaling reports; journaling & topical presentation in intensive
<i>Spiritual, Theological, and Personal Formation:</i> to reflect theologically on the lived experience of families, to help participants integrate their spiritual and theological perspectives into the practice of ministry. To help participants become aware of their strengths and limitations (background, emotional state) and to realize the impact self-awareness and self-understanding may have on ministry.	Class discussions; group activities; the Ministry Development Plan; journaling the literature	Daily journaling prior, during, and following the intensive
<i>Professional:</i> to help participants gain knowledge of the professional field including family life education, family ministry constructs, family law and public policy. To help participants acquire ministry skills pertinent to their practice in the field of family life education within the	Peer group participation; mentoring relationships	Develop a research-based intervention plan focusing on family issues that could be implemented in an agency or your local

context of ministry.		church.
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The Doctor of Ministry program requires 60 hours of study for each semester credit. RLED758 Internal Dynamics of Families is 3 credits and RLED755 Families in Society is 3 credits, so both courses together require 360 hours. The time is calculated as follows:

Assignment	Hours	Points
Pre-intensive reading	25	100
Topic or potential list of topics for the project/dissertation	10	50
Intensive class time	80	-
Daily journaling during intensive	10	50
Ministry Development Plan	10	100
Develop a data base of community resources,	15	100
Develop a research-based intervention plan focusing on family issues that could be implemented in an agency or your local church.	30	200
Peer group attendance and journaling	15	50
Monthly mentoring and semi-annual reporting	15	50
Review of literature and writing chapter three for the student's project/dissertation	150	300

Assignment submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Delay up to 60 days:	(no more than A- grade)
Delay up to 90 days:	(no more than B+ grade)
Delay up to 120 days:	(no more than B grade)
Delay up to 150 days:	(no more than C grade)

Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

Academic honesty is required as published in the Andrews bulletin.

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.