

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Family Ministry Concentration, 2014
Year One
DSRE 747

**MINISTRY TO FAMILIES IN
CONTEXT**
Summer 2014

Willie Oliver



Andrews
University
Seek. Affirm. Change.

DSRE 747

MINISTRY TO FAMILIES IN CONTEXT

FAMILY MINISTRY CONCENTRATION 2014

GENERAL MODULE INFORMATION

Module acronym: DSRE 747
Module name: Ministry to Families in Context
Intensive location: SDATS, Berrien Springs, Michigan
Intensive Dates: July 13-22, 2014
Sunday: 7-9:00 pm and Mon-Fri: 8:00 am – 5:30 pm
Credits: 4

INSTRUCTOR CONTACT DETAILS

Lead Professor: Willie Oliver, PhD, CFLE
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BULLETIN MODULE DESCRIPTION

This course provides an introduction to family ministry and the challenges of ministry to contemporary families based on an understanding of their religious, social, educational, occupational, and governmental/legal contexts. Marriage as the core social institution of the family will be emphasized, as will current family law and public policy.

CONCENTRATION OUTCOMES

The Doctor of Ministry Family Ministry Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will:

1. Exhibit growth toward personal and family health and wholeness;
2. Be aware of their personal strengths and limitations;
3. Realize the impact self-awareness and self-understanding have on ministry;
4. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will:

1. Have acquired knowledge of current issues and empirical findings related to the field of family life education;
2. Have learned and acquired basic research skills pertinent to their practice in the field of family life education and family ministry within the context of church and community;
3. Have gained knowledge of the professional field including family life education, family ministry constructs, family law and public policy.
4. Be familiar with current family life education literature and empirical constructs for family ministry interventions.

Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

Doing

The graduate will:

1. Have developed and deployed a relevant, field-based project intentionally addressing family ministry in the local context;
2. Have developed a professional portfolio including a ministry development plan, journaling, and relevant learning and ministry artifacts.
3. Be able to identify, access, and network with support resources for families in their community;
4. Be able to tap the rich resources of family ministry for sermons, seminars, church programming, evangelistic events and pastoral counseling.

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

OUTCOMES FOR MINISTRY TO FAMILIES IN CONTEXT - DSRE 747

The participant will:

1. Understand the Biblical foundations for family ministry.
2. Come to grips with the challenges and rewards of ministry to contemporary families
3. Understand the concepts of structure, definition and functions of families.
4. Recognize the importance of marriage as a core social institution for the stability of the home, church and society.
5. Become conversant with the challenges of alternative sexualities in the family and the church, learning to be redemptive and at once obedient to the directives of Scripture.
6. Grasp important research findings and practices in family life education.
7. Develop an awareness of cultural variations, changing gender roles and demographic trends among contemporary families.

8. Understand contextually the condition of families in society.
9. Develop and present family life education materials in various formats.
10. Be able to advise community and family ministry leaders about family life issues and principles.
11. Be able to communicate knowledgably in oral and written form on family life issues.
12. Help families utilize their own families as a ministry to others.
13. Value the roles that families play in the work of Christian discipleship.
14. Understand the importance of strong families to the strength and stability of the church, society and the nation.
15. Understand the importance of a family life educator as an important community resource.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have concluded a Family Ministry Concentration in their DMin program.

Participants in the Family Ministry Concentration, 2014 cohort take the following modules and the project seminar in the following sequence:

DSRE 747 Ministry to Families in Context (4 cr) July, 2014
GSEM 790 DMin Project Seminar (4 cr) July, 2014
GSEM 706 Spiritual & Theological Foundations for Ministry (8 cr) April, 2015
DSRE 748 Family Dynamics and Human Sexuality (5 cr) July, 2016
GSEM 796 DMin Project (3 cr) Summer, 2016
DSRE 749 Family as a Center for Discipleship (5 cr) July, 2017
GSEM 796 DMin Project (3 cr) Summer, 2017

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. PRE-INTENSIVE

A journal is **due the first day of the teaching intensive** for each of the five (5) required pre-session titles. The journal (there will be five, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article 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, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

Books can be purchased in any manner convenient to the participant.

II. THE INTENSIVE

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. Formation of a Ministry Development Plan will begin during the intensive.
- E. A cohort field experience will be planned for Friday and Sabbath (participating in all the segments of **Adventist Conference on Family Research and Practice**).

Recommended Reading:

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the recommended reading assignments.

III. POST-INTENSIVE

A. Journal and report the following five (5) books in the same manner as for the pre-intensive books **DUE on October 20, 2014.**

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

B. A Ministry Development Plan (MDP) of five to seven pages, double-spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. **DUE on August 20, 2014.**

C. Chapter three of your project document, a paper of at least 16 but no more than 22 pages, will be required providing a review of literature relevant to your project challenge. **This is the work required in year one that integrates your 6 credits of project learning into the program and is DUE on December 22, 2014.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Students will form a context support group of five to nine persons from their specific ministry context who will meet face-to-face annually with them to review their MDP. The meetings will center on personal and professional progress. **The first meeting must occur on or before September 22, 2014.** The group will review the MDP and its role with materials provided during the intensive.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by February 22, 2015.
2. The first group meeting must occur on or before October 20, 2014 and review the work of each student on their chapter three.
3. The second group meeting must occur on or before January 20, 2015 and review the case study (or other assignment) done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

F. Each participant will select an effective community, business, education, or church leader, seek permission of that person to write a **case study** based on their experience, observe critical incident roles and behavior of the subject leader within the context of their ministry, sit for an interview of at least 35 minutes with the subject leader or an affiliate, interview a minimum of three persons who interact within the subject leader within their community, and write a four to five page case study documenting the observations and interviews **by November 20, 2014.**

G. Select an appropriate field mentor, develop the contract for mentoring, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher **by March 20, 2015.**

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are four outcomes in the area of being, four outcomes in the area of knowing, and four outcomes in the area of doing. 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. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Being	1. Exhibit growth toward your personal and family health and wholeness; 2. Be aware of your personal strengths and limitations; 3. Realize the impact self-awareness and self-understanding have on your ministry; 4. Seek to integrate your expanding family dynamics perspectives into your personal formation as an individual and member of a family.	Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for relational growth and practices they have adopted to grow in their family relationships as a result of the DMin program and the direct assessments in module one on ministry to families in context administered by the

		faculty.
Knowing	1. Acquire knowledge of current issues and empirical findings related to the field of family life education; 2. Learn and acquire basic research skills pertinent to your practice in the field of family life education and family ministry within the context of church and community; 3. Gain knowledge of the professional field including family life education, family ministry constructs, family law and public policy; 4. Be familiar with current family life education literature and empirical constructs for family ministry interventions.	Direct assessment provided by the faculty in module one for various assignments and by completing chapter 3 of their project document and showing a high level of acquaintance with the current literature on the subject assessed with the project.
Doing	1. Faithfully write and submit on a timely basis journals of pre-intensive, intensive and post-intensive; 2. Develop a ministry development plan; 3. Be able to identify, access, and network with support resources for families in your community; 4. Be able to tap the rich resources of family ministry for sermons, seminars, church programming, evangelistic events and pastoral counseling.	Direct assessment of timely submission of pre-intensive, intensive and post-intensive journals, including the assessment of the development of a context support group, peer support work group, the write up of a case study, and selection of an appropriate field mentor.

B. Grade Points

Case Study – (100 points)
Reading Journals and Reports - (100 points)
Ministry Development Plan – (100 points)
Literature Review – (300 points)
Context Support Group – (100 points)
Small Group Meetings – (100 points)
Report Regarding Mentor – (100 points)
Journal During Intensive – (100 points)
Total (1,000) points

96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

C. Assignment submission deadlines will be applied as follows:

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*)

Reading **reports and reading journals for pre-intensive books are DUE on July 14, 2014, the first full session of the teaching intensive.** If submitted late, the work will be discounted 10%. The **remaining assignments are DUE by March 20, 2015.** DGs (deferred grades) are provided in the semesters before assignments are due.

* 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.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 4 hours, so the entire course module is to require 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan – 18 hours

Reading and journaling (approximately 1,650 pages) – 92 hours for the reading and 23 for the journaling = 115

Intensive - 50 hours

Journaling during the intensive – 2 hours

Context support group - 3 hours

Peer group attendance and journaling - 5 hours

Case study - 25 hours

Mentoring – 7 hours

Total 225 hours

Post-intensive paper – (60 hours relate to the project credits registered in years three and four)

E. Assignment Submission

Assignments will be submitted to the lead professor by hard copy or e-mail [oliverw@gc.adventist.org] during the intensive and by e-mail [oliverw@gc.adventist.org] only after the intensive.

F. Assessment Rubric for the Post Intensive Paper (Project Document Chapter 3)

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.

Relevance of the Literature to the problem/topic	The problem/topic is indetified and the chosen literature is clearly related.	The problem/topic is indetified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
Currency of the Literature	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
Primary Literature is Emphasized	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively indetified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
Logical Organization of the Content	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
Comparison and Contrast of Studies	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.
Conclusion	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper Andrews Standards for Written Work.	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

CRITERIA FOR GRADE ASSESSMENT

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and student exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their

concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

OUTLINE OF TOPICS (OPTIONAL)

UNIVERSITY POLICIES

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

Andrews University Bulletin 2010, page 30

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.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your

sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sound/read to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

INSTRUCTOR PROFILE

Born in Belize, when his parents were missionaries there, Willie Oliver is an ordained minister who with his wife Elaine are directors of the Department of Family Ministries for the General Conference of the Seventh-day Adventist Church World Headquarters since June 2010. In his 32nd year of official ministry in the Seventh-day Adventist church, Oliver has served as director of Family Ministries for the North American Division (15 years), director of Family and Youth Ministries for the Atlantic Union Conference (2 years), director of Family and Youth Ministries for the Greater New York Conference (5.5 years) and as a pastor/youth pastor in New York City (6 years). Oliver is also an adjunct professor at the Seventh-day Adventist Theological Seminary at Andrews University in Berrien Springs, Michigan.



Willie Oliver holds a PhD in Family Sociology (American University), a Masters degree in Sociology (Columbia University), a Masters degree in Pastoral Counseling (Andrews University) and a Bachelors degree in Theology (Northern Caribbean University). Oliver is also a Certified Family Life Educator (CFLE) through the National Council on Family Relations.

Married since August 26, 1984 to his *soul mate* Elaine (an educator and counseling psychologist), together they have two young adult children: a daughter, Jessica (Public Health) and a son, Julian (Civil and Environmental Engineering).

Willie and Elaine Oliver are founders of *Journey Toward Intimacy* marriage conferences, *From This Day Forward* marriage conferences and authors of *From This Day Forward*, *Real Family Talk* and *Relationship RX* columns in *Message Magazine*, as well as published many articles in several church publications and book chapters. The

Olivers also host family strengthening television programs on 3ABN (*Marriage in God's Hands*) and Hope Channel (*Real Family Talk with Willie and Elaine Oliver*), and publish the yearly Family Ministries planbooks used around the world in several languages.

Oliver's research interests are marital satisfaction and stability as mediating factors in stronger marriages, stronger families and stronger churches.

Willie Oliver loves Jesus, loves people and lives every day to help connect people with Jesus and with each other. He can't wait for Jesus to come.