
Andrews University
Seventh-day Adventist Theological Seminary

Syllabus for
CHMN626 – Ministry to At-Risk Youth

Instructor:	A. Allan Martin, PhD	Session Dates:	Fall 2009
Contact:	269-471-6375 office	Class Time:	Wed 1:30 – 3:20p
Email:	amartin@andrews.edu	Credits:	2-3 semester hours
Office Hours:	schedule with Bonnie Beres, ext. 3408	Classroom:	N310

Course Description:

This course addresses the theory, practice and application of helping skills to at-risk youth. Emphasis is placed on biblical solutions to real life secular problems. Students will experience and develop social skills to work with at-risk youth, focusing on prevention, redirection and restorative skills.

Rationale for the Course:

The Graduate Certificate in Campus Spiritual Leadership and the MA in Youth Ministry are designed to support the teaching and discipling ministries of the church as mandated in the Gospel Commission. Both the Bible and social sciences endorse the formative nature of the adolescent years and the important role faith plays in holistic maturation. In the midst of crucial identity formation tasks, youth can be susceptible to at-risk behaviors as part of their developmental process, and the church plays a vital role in the efforts of a collective and accountable community to foster the constructive and successful maturation of youth. It is this reality that poses the strongest rationale for this course.

Philosophy:

Andrews University approaches education from the holistic perspective of body (*corpus*), mind (*mens*), and spirit (*spiritus*). In a direct way, the religious education program of the Seventh-day Adventist Theological Seminary addresses the spiritual dimension of humankind and of education. Transmitting the Christian heritage, developing in individuals a transforming faith in Jesus Christ, and instilling in our students an understanding of vocation as a call to service are central goals of both the religious education program and Andrews University.

Having been housed in the School of Education since this program began, the Religious Education program is based on the philosophy of education as stated by the SED, which follows:

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. In His love and mercy God has provided through His Son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, and social development of our students, through modeling and exhortation.

Accordingly we hold that

- *God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationship with others.*
- *God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.*
- *God calls students to live by principles of good health as stewards of His gift of life;*
- *God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world.*

To these ends, we work for the glory of God

The Religious Education program wholeheartedly embraces this philosophy, and by extension this course affirms that embrace.

Knowledge Bases:

The faculty of Andrews University, Seventh-day Adventist Theological Seminary, believe that knowledge of God is the center of all educational endeavor. It is our intention that students discover that can be acquired through experience, observation, and/or research and also that God is the source of all knowledge and that an understanding of His will is the beginning of wisdom. This understanding guides both faculty and students in their learning, companionship, and commitment to global Christian service.

Desired Student Outcomes:

Knowledge and Beliefs

Upon successful completion of this course, students will –

- know the ecology of problems faced by at-risk children and youth
- understand familial, school, and other environments of resource
- know the various categories of at-risk youth
- know legal and ethical issues pertaining to working with at-risk youth

Skills and Behaviors

Upon successful completion of this course, students will be able –

- to enact prevention strategies
- to deploy intervention skills
- to recognize need for treatment
- to responsibly provide referrals and pastoral continuity of care

Attitudes, Values, and Commitments

Upon successful completion of this course, students will –

- value the youth and young adult ministry role as an opportunity to fulfill the Great Commission and the Great Commandment to at risk youth and their families

- value the youth and young adult minister/leader as a viable community resource to at risk youth and their families
- value the various roles, responsibilities and competencies of helping professionals
- value the personal role of disciple maker, mentor, and model for new generations as an expression of one's commitment to Jesus Christ

Required Textbooks and Other Materials:

Required Reading

McWhirter, J. Jeffries, McWhirter, Benedict T., McWhirter, Ellen H., & McWhirter, Robert J. (2007). *At risk youth: A comprehensive response* (4th Ed.). Belmont, CA: Thomson/Brooks/Cole.

Van Pelt, R., & Hancock, J. (2007). *The youth worker's guide to helping teenagers in crisis*. Grand Rapids, MI: Zondervan (Youth Specialties).

Recommended Resources

Fields, D. (1998). *Purpose driven youth ministry: 9 Essential foundations for healthy growth*. Grand Rapids, MI: Zondervan Publishing House.

Group Publishing. (2008). *Group's emergency response handbook for children's ministry*. Loveland, CO: Group Publishing.

Group Publishing. (2009). *Group's emergency response handbook for parents*. Loveland, CO: Group Publishing.

Olsen, P. C. (2003). *Youth at risk: Ministry to the least, the lost, and the last*. Cleveland, OH: The Pilgrim Press.

Ungar, M. (2006). *Strengths-Based Counseling with At-Risk Youth*. Thousand Oaks, CA: Corwin Press.

Course Schedule:

Date	Topic ⁺	Readings	Assignments Due
08/26	Introduction & Orientation	McWhirter, part 1	
09/02	At-Risk Children and Youth: The Ecology of Problems	McWhirter, part 2	Syllabus Affidavit
09/09	Families, Schools, and Skills	McWhirter, part 3	
09/16	At-Risk Categories	McWhirter, part 4	HG Assignment A
09/23	Prevention, Intervention, and Treatment	Van Pelt, 1.0-1.2	HG Assignment B
09/30	Youth in Crisis Overview	Van Pelt, 2.0-2.4	HG Assignment C
10/07	Strategic Skills	Van Pelt, 3.0-3.2	HG Assignment D
10/14	Legal & Ethical Parameters	Van Pelt, 4.0-4.4	Midterm Exam
10/21	Preventative Resources	Van Pelt, 5.0-5.5	HG Assignment E
10/28	Case Studies I	Van Pelt, 5.6-5.13	HG Assignment F
11/04	Case Studies II	Van Pelt, 5.14-5.18	HG Assignment G
11/11	Case Studies III	Van Pelt, 5.19-5.22	HG Assignment H
11/18	Case Studies IV		HG Assignment I
12/02			Required Reading Affidavit
12/09	Final Exam, 2:00PM		Final Exam Group Discussion Questions

*subject to change; [HG] = Homegroup

Readings:

The required readings are intended to provide the student with depth of knowledge upon which to build integrated competencies by course conclusion. Reading for comprehension is necessary, and it is expected that the student will process the content critically. Readings noted in the course schedule are in preparation for the next class period. Constructing quiz questions, based on the required reading, offers the student an opportunity to showcase their synthesis of the material.

Assignment Descriptions:

Generally, it would be important to note –

- Consult the **Course Schedule** for specific due dates for assignments.
- It is necessary to have a working knowledge of the online resource *Desire To Learn*, <http://d2l.andrews.edu/>, (D2L), and an active, accessible Andrews University email account. Various assignments, exams, and group discussions will be processed/posted on D2L. Further, a student would be able to access current class score standings and grade outcomes in D2L.
- All assignments are expected to meet criteria for seminary written work {<http://www.andrews.edu/SEM/academics/criteria.htm>}.
- It is preferred that papers follow the publication/citation guidelines noted in *Turabian* style or *APA* style as outlined in *Publication Manual of the American Psychological Association (5th edition)*.
- It is always wise to save all graded assignments until the course is completed. Also, on your word processor/computer, save a copy of all the work you turn in.

- All written assignments are to be submitted as hard copy; with a cover sheet (see appendix a); no binder or sheave; stapled; at the beginning of the class on the assignment due date. Assignments turned in after the start of class on the due date will be considered tardy and are subject to a point penalty.
- Quantity does not equal quality. Succinct, clear, professional composition is expected.
- Bells and whistles do not equal quality. Technological, media, and visual aids are fine to help in audience comprehension, but will not be accepted as a surrogate for solid content exhibited in written form.

The following offer short descriptions of the assignments in this course:

A. Active Class Attendance

Because this course focuses on skill building; attitude and values attainment; and because participatory methodologies are used, it is essential for students to attend and participate in all classes, including small groups within class. Points will be given for participation in these activities.

Active Attendance: Punctual arrival, attentive engagement of the class presentations, full participation in class/small group/team activities, respectful decorum with respect to the other students and the instructor are components to “Active Attendance.” Each class session offers the student 10 points toward their grade [See section on “Attendance” for potential point deductions.]. *This accounts for 150 points of your total grade.*

B. Required Readings

The required readings, including thorough perusal of the syllabus, are intended to provide the student with depth of knowledge upon which to build integrated competencies by course conclusion. Reading for comprehension is necessary, and it is expected that the student will process the content critically and comprehensively. Submission of the appropriate affidavits (see appendix b) on the noted dates offers verification. *The required reading affidavits account for 150 points of your total grade.*

C. Midterm & Final Exams

The exams will be based on chapter by chapter objectives from the required textbooks (see appendix d).

Your midterm exam accounts for 300 points of your total grade.

Your final exam accounts for 100 points of your total grade.

Two (2) Credit Students: Those taking the course for two (2) credits are exempt from the midterm examination.

D. Homegroups

Homegroup Meetings/Assignment: Meet in small, weekly workgroups (homegroups) that are assigned in class to practice the skills and discuss course content. Also complete individual assignments as given in class. Various assignments, readings, and group tasks will be assigned throughout the term. The point value of these tasks will vary; No late

assignments will be accepted. Successful completion of all of these homegroup assignments will account for the total points you receive for your homegroup. Please note that group assignments are generally due every week; however, some of these assignments may be individual assignments. Generally, weekly assignments include conducting mock interviews and then writing a 1-page reflection paper on your interview along with your feedback sheets.

Your homegroup accounts for 300 points of your total grade.

Grades:

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

Active Attendance*	-	150 points	15%
Required Readings	-	150 points	15%
Midterm Exam	-	300 points	30%
Final Exam	-	100 points	10%
<u>Homegroups</u>	-	<u>300 points</u>	<u>30%</u>
TOTAL	-	1000 points	100%

*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.

Grading Scale

The following scale is used in evaluating assignments and determining grades:

A	=	95 + %	C+	=	77-79%
A-	=	90-94%	C	=	73-76%
B+	=	87-89%	C-	=	70-72%
B	=	83-86%	D+	=	67-69%
B-	=	80-82%	D	=	60-66%
			F	=	less than 60%

Withdrawal

Withdrawal is recorded when a student withdraws within the date limitations indicated by the academic calendar.

Incomplete

An Incomplete indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. An Incomplete may be given when the instructor and the student agree to terms stated in an Incomplete Contract that is signed by both. Ordinarily, an Incomplete shall be removed during the following semester. For further information about an Incomplete, see the *Andrews University Bulletin*.

Attendance:

The *Andrews University Bulletin* contains the following statement on policies regarding class absences:

Whenever the number of absences exceeds 10% for graduate classes of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not

exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Defining Tardiness

Attendance will be taken by having you “sign in” on the attendance sheet on the table in front of the classroom. When the time for class begins, the attendance sheet will be removed or marked to indicate on time arrivals. For full credit, prompt and full attendance is expected at all the classes you attend.

Each class offers 10 points for attendance and involvement/engagement {“active attendance”} in class. Tardiness deducts 3 points from your score for that class session.

Assignments are due at the start of the class on the due date. Assignments turned in after the due date will be deemed tardy and can result in a point deduction (15% or more) per each class period late.

Defining Active Attendance

Active Attendance denotes more than bodily presence in class, but full 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. Non-involvement or disengagement from in-class participation can result in deductions from 1 to 5 points at the instructor’s discretion.

Absence resulting in Failing Grade

Please note that excused absences is a determination of the Associate Dean’s office. Two (2) unexcused absences may result in a failing grade, depending on the instructor’s discretion.

Interpersonal Integrity:

In accordance with the *Andrews University Bulletin*, all conduct between students and between students and instructor/staff are to follow respectful classroom decorum, the highest ethical standards, and Christian etiquette. At the discretion of the instructor, disruptive or distracting behavior may result in point deductions from “Active Attendance,” or excusing the student from class. Children and guests are not to attend class except by advance permission granted by the instructor. Consuming food and beverages in class is discouraged.

Computers in the Classroom and Other Electronics:

Because of the value of active attendance, especially involvement and engagement of students in class, computers are probably more of a hindrance to participation than a help. Use of computers in class is a privilege. Because computers are often used inappropriately, they can also be distracting to other students. The instructor will determine the appropriateness of computer use. If a student’s use of computers becomes a hindrance to active, full participation or the participation of other students, the student will lose the privilege of in-class use of computers.

In respect of others in class, students are asked to turn off cell phones and pagers.

At the discretion of the instructor, inappropriate use of computer or other electronics may result in “Active Attendance” point deductions.

Academic Integrity:

Academic integrity is treated seriously at Andrews University. From the *Andrews University Bulletin*:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters (A list of behaviors that constitute academic dishonesty follows the above statement.).

You should pay particular attention to the matter of plagiarism. The following definition may help you to understand the various forms that plagiarism can take:

Plagiarism means submitting work as your own that is someone else’s. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else’s and not your own is plagiarism. If you copy an author’s words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else’s ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write. (Barbara G. Davis, *Tools for Teaching*, Jossey-Bass, 1993, p. 300)

Students who have studied in countries where plagiarism is not defined as stated in the above paragraph should acquaint themselves with academic standards in the United States. If you so desire, the instructor will assist you on an individual basis in understanding what constitutes plagiarism.

All course work turned in to the instructor, written and otherwise should be prepared by you alone, unless the instructor has given a specific group project requiring team/group work.

Student – Instructor Communication:

Class time never provides enough time for the instructor to interact with each student personally. Several options are available to provide student-instructor dialogue. Individualized appointments can be arranged through the instructor’s secretary, Bonnie Beres, 269-471-3408. Email can be used, and it is the instructor’s intent to use the Class Roster List and D2L to communicate with the class. So, it is important to read the mail that comes to your Andrews email address.

Disability Accommodations:

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Changes in Syllabus:

If it is necessary to change items in the syllabus, the instructor will provide students with a written copy of the changes.

Acknowledgement:

The development of this syllabus is deeply indebted to Drs. Nancy Carbonell, Barry Gane, Frederick Kosinski, John Matthews, and Jane Thayer in the refining of this course through instruction and curriculum development. Many portions of this syllabus are liberal adaptations of their respective syllabi.

Sample Cover Sheet Form (see appendix a):

Please note that, unlike the standard form for title pages, this one requires (1) date of the semester that you took the course, (2) the date you submit the paper, and (3) your mailing and email address.

Appendix A:
Sample Cover Sheet

Andrews University
Seventh-day Adventist Theological Seminary

Questions Feedback: My Reflections

by

Jane Doe

HOMEGROUP REFLECTION PAPER
Assignment A

Submitted to A. Allan Martin, PhD
in partial fulfillment of the requirements
for RLED626 – Ministry to At-Risk Youth
at Andrews University, Berrien Springs, Michigan
Fall 2009

September 30, 2009

jdoe@andrews.edu
777 Generic Boulevard
Berrien Springs, MI 49104-1500

Appendix B:
Homegroup Meeting Guidelines
Homegroup Assignments

Appendix C:
Assignment Verification Affidavit

CHMN626 Assignment Affidavits – Course Syllabus

Required Reading: The course syllabus, *CHMN626: Ministry to At-Risk Youth*, needs to be read thoroughly.

My signature confirms that I have thoroughly read the course syllabus, CHMN626: Ministry to At-Risk Youth, and now know the structure and requirements of this course. I agree to the conditions of the course as stated. Please confer noted points to my total grade for this course.

Signature

Date

Print Name

Student ID#

As per the course schedule, submit this affidavit to the instructor to receive credit for respective assignments.

CHMN626 Assignment Affidavits – Required Texts

The following required texts are to be read thoroughly.

- McWhirter, J. Jeffries, McWhirter, Benedict T., McWhirter, Ellen H., & McWhirter, Robert J. (2007). *At risk youth: A comprehensive response* (4th Ed.). Belmont, CA: Thomson/Brooks/Cole.
- Van Pelt, R., & Hancock, J. (2007). *The youth worker’s guide to helping teenagers in crisis*. Grand Rapids, MI: Zondervan (Youth Specialties).

My signature confirms that I have read the required texts thoroughly. Please confer the noted points to my total grade for this course.

Signature

Date

Print Name

Student ID#

As per the course schedule, submit this affidavit to the instructor to receive credit for respective assignments.

Appendix D:
At Risk Youth
Midterm Examination Competencies

Chapter One

1. Know the facts of an At-Risk society.
2. Be able to define what places a young person in the “at risk” category.
3. Know the “at risk continuum” and what makes up the different categories.
4. Understand how issues of poverty and racism provide the “soil that nurtures the risk” for children and young people.
5. Understand the circular causality of youth and the problems they encounter in their world.
6. Be able to identify what variables contribute to the vulnerability of youth.
7. Be able to draw and identify each of the parts of the metaphor of the “At-Risk Tree.”
8. Read the story of the Andrews family and Carrie and be able to apply theory to their situations.
9. Know and understand Bronfenbrenner’s Ecological Model.

Chapter Two

1. Understand how the economy and economic trends affect at-risk youth.
2. Know how SES status interplays with the at-risk youth.
3. Know what the word “Ennui” means, why it is so damaging and how to fight against it.
4. Understand how Child Care, Skill-Building Programs, and Comprehensive Preschool Programs can help children at risk.
5. Know the principles of empowering people.

Chapter Three

1. Become familiar with the Legal and Ethical Issues present when working with at-risk youth.
2. Know the difference between Criminal Law and Civil Law and what they each entail.
3. Become familiar with certain legal concerns, that put young people at serious risk, discussed in this chapter. These include: use of illegal substances, irresponsible sexual activity, delinquency, and suicide.
4. Know what is expected of you, the professional, if asked to testify in court.
5. Become familiar with the Do’s and Don’ts when working with at-risk youth.

Chapter Four

1. Understand how societal changes affect the family.
2. Know the different stages of the family life cycle.
3. Understand the concept of “the family system,” homeostasis, and concepts such as detachment and enmeshment.
4. Know how the family system concept may be applicable to families of color and GLBT youth.
5. Know how the family system concept may be applied to other types of families.
6. Know the family situations that place all families at risk.
7. Know the three bi-polar dimensions research has found in parent-child interactions.

8. Understand the strong connection between parental inconsistency and delinquency.
9. Understand how to conceptualize and apply the information contained in the parenting cube found in this chapter.
10. Understand the consequences of parenting styles.

Chapter Five

1. Understand how school issues relate to at-risk children and youth.
2. Know the traits of effective schools.
3. Understand how the school's culture, student and teacher climate, relate to children and youth at-risk.
4. Understand how the school's structure can affect the academic success or failure of at-risk youth

Chapter Six

1. Know the factors that contribute to resiliency and invulnerability.
2. Know the skills that characterize high-risk versus low-risk youth.
3. Learn about how to increase the 5 C's.

Chapters Seven through Eleven

1. Know the six specific categories that reflect some of the main problem areas for at-risk youth. For each, know (a) a conceptualization of the problem, (b) the scope of the problem, (c) the characteristics of the problem and strategies to identify and assess it, (d) the consequences of the problem, and (e) learn of the major prevention and intervention strategies that address each area.

Chapter Twelve

1. Become familiar with the history of prevention programs and how the concept of prevention has been defined.
2. Become familiar with the comprehensive framework described in this chapter.
3. Become familiar with the risk, approaches, and prevention continuum and how to apply the concepts to a particular given case.
4. Become familiar with the environmental settings, society/community, family, & school, for prevention/early intervention/treatment framework and how to apply it to at-risk children and youth.
5. Become familiar with the early intervention and treatment programs required to assist those in the six at-risk categories.
6. Understand the importance of relationships and empowerment when considering the at-risk youth.

Chapter Thirteen

1. Know the core competencies designed to be taught in order to improve resiliency among young people. These include critical school competencies, concept of self, connectedness, coping ability, and control in one's life.

Chapter Fourteen

1. Understand the importance of peers in the life of all youth.
2. Become familiar with the Peer Cluster Theory.
3. Become familiar with the Cooperative Learning and Peer Support Networks.
4. Become familiar with Peer and Cross-age Tutoring Programs.
5. Become familiar with Peer Mediation Programs.
6. Become familiar with Peer Facilitation.

Chapter Fifteen

1. Become familiar with the interventions for individual families used to address the problems of youth at risk. These include family counseling, parent education, and parent training.