

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

Family Ministry Concentration, 2010  
Year Four  
DSRE 720

**PROFESSIONAL  
DEVELOPMENT**  
*2013*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

## DSRE 720 PROFESSIONAL DEVELOPMENT FAMILY MINISTRY CONCENTRATION 2010

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### GENERAL MODULE INFORMATION

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Module acronym: DSRE 720  
Module name: Professional Development  
Intensive location: SDATS, Berrien Springs, Michigan  
Intensive Dates: July 22-23, 2013  
Monday: 8:00 am – noon; 1:30 – 5:30 pm; Tuesday: 8:00 a.m. - noon  
Credits: 1

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### INSTRUCTOR CONTACT DETAILS

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Professor: Ronald M. Flowers, DMin  
Telephone: 240-463-9647  
Email: [ronaldmflowers@gmail.com](mailto:ronaldmflowers@gmail.com)  
Mailing: 15008 Ridgeview Dr, Mineral, VA 23117

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### BULLETIN MODULE DESCRIPTION

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This module considers the professional aspects of ministry to the family within the general setting of pastoral ministry. It examines the professional ethics involved in family ministry and the elements of professional growth as a family ministry specialist. Participants will develop sensitivity to the important interface between their personal and professional lives as family ministers.

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## CONCENTRATION OUTCOMES

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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.

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## **OUTCOMES FOR PROFESSIONAL DEVELOPMENT - DSRE 720**

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### Being

The participant will:

1. Be committed to personal and professional growth.
2. Recognize the linkage between their personal strengths and limitations and their professional practice of family ministry.
3. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals, as members of families, and as professionals in family ministry.

## Knowing

The participant will:

1. Be aware of ethical issues involved in the practice of family ministry.
2. Be informed of professional networks available to assist them in personal and professional growth and their practice of family ministry.
3. Be aware of the limits to their expertise, how to conduct their ministry within those limits, and how to link professionally with others who have additional expertise.

## Doing

The participant will:

1. Implement an intentional structure for personal and professional development in ministry to families (Ministry Development Plan).
2. Create a portfolio, a practical record demonstrating growth as a ministry professional during the doctoral program experience.
3. Engage in professional activities, such as regular reading of professional journals and attending professional conferences related to their area of specialty.

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## **THE COHORT**

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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 completed a Family Ministry Concentration in their DMin program.

Participants in the Family Ministry Concentration, 2010 cohort take the following modules and the project seminar in the following sequence:

RLED 755 Families in Society (3 cr) July, 2010  
RLED 758 Internal Dynamics of Families (3 cr) July, 2010  
GSEM 790 Project Seminar (2 cr) July, 2010  
GSEM 706 Spiritual & Theological Foundations for Ministry (6 cr) May, 2011  
GSEM 730 Field Research for Ministry (2 cr) Feb-July, 2011  
DSRE 779 Parenting Education & Guidance (3 cr) July, 2012

DSRE 759 Human Sexuality (3 cr) July, 2012  
GSEM 796 DMin Project (2 cr) Summer, 2012  
DSRE 757 Family Law & Public Policy (3 cr) July, 2013  
DSRE 720 Professional Development (1 cr) July, 2013  
GSEM 796 DMin Project (4 cr) Summer, 2013

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

#### **A. Pre-Intensive Reading and Journaling. Due Monday, July 22, 2013**

Read the two chapters listed below from the book *Tools for Ethical Thinking and Practice in Family Life Education*, 3<sup>rd</sup> edition. A journal is due the first day of the teaching intensive covering your reading of these two chapters. The journal is an informal reflection of your thoughts as you read the chapters. 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. A journal covering these chapters may be 3 - 4 pages in length, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal with a simple statement that you have read the required article or state what you have read of the article.

1. Palm, G. F. (2012). Professional ethics and practice in family life education. In National Council on Family Relations, *Tools for ethical thinking and practice in family life education* (3<sup>rd</sup> ed.) (pp. 1-9). Minneapolis, MN: National Council on Family Relations.

2. Minnesota Council on Family Relations. (2012). Ethical thinking and practice for parent and family life educators. In National Council on Family Relations, *Tools for ethical thinking and practice in family life education* (3<sup>rd</sup> ed.) (pp. 10-23). Minneapolis, MN: National Council on Family Relations.

(*Tools for Ethical Thinking and Practice in Family Life Education* is available from the National Council on Family Relations, 1201 West River Pkwy, Suite 200, Minneapolis, MN 55454. Website:<https://my.ncfr.org>. ISBN: 978-0-916174-73-6). Order #: CF0112)

**B. Preparation of a Family Ministry Portfolio. Draft outline due July 23, 2013.**

The portfolio is a practical record demonstrating growth as a ministry professional during the doctoral program experience. You may use one of three options for organizing the portfolio: 1) use of electronic files on your computer that can be emailed, 2) application of a personal website dedicated to the portfolio, or 3) preparation of a CD/DVD containing the portfolio. Include the following in your portfolio:

- Ministry Development Plan
- Journaling from course work, workshops, and work group
- Book reflection papers and reading reports
- Assignments produced during the program
- Outline or actual notes along with PowerPoint slides or other media used in family ministry presentations during the period of your doctoral program.
- Group and/or individual evaluation records/reports from your mentor or participants in your family ministry presentations
- Copies or scans of published articles written during the DMin program
- Curriculum Vitae

Be prepared during the intensive to share from your portfolio the evidence of your growth as related to the specific outcomes of being, knowing and doing for the concentration as listed on pp. 3-4 of this Course Syllabus. See Post-Intensive assignments for the final submission of your portfolio.

II. The Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

B. Participation in discussion and group activities is expected.

III. Post-Intensive

**A. Ministry Development Plan (MDP) Revision. Due November 15, 2013.**

Review and revise your Ministry Development Plan (MDP) using five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take 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. Submit a copy to Ron Flowers: ronaldmflowers@gmail.com by November 15, 2013.

**B. Update, Review and Final Submission of Portfolio. Due March 1, 2014.**

Update your portfolio with the MDP revision and other activities, assignments, writings, etc. to date. Present the complete portfolio for review and approval by your work group on or before **February 1, 2014**. Submit the final portfolio to: ronaldmflowers@gmail.com by **March 1, 2014**. Submit as attached files (MS Word). The portfolio may also be sent as a link (if a website is used) or by posting a DVD/CD to Ron Flowers, 15008 Ridgeview Dr., Mineral, VA 231.

**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 3 outcomes in the area of being, 3 in the area of knowing, and 3 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.

<b>Outcome of the Concentration</b>	<b>Learning Resources Provided in This Module</b>	<b>Process of Assessment</b>
<u>Being</u> 1. Commitment to personal and professional growth. 2. Recognition of linkage between personal strengths and limitations and the professional practice of family ministry. 3. Awareness of limits to expertise, how to conduct ministry within those limits, and how to link professionally with others who have additional expertise.	1. Lectures during intensive, portfolio assignment 2. Lectures during intensive, assigned readings, journaling 3. Lectures during intensive, assigned readings, revising the Ministry Development Plan	1. Attendance during intensive, portfolio evaluated by work group and class instructor 2. Journals of assigned readings 3. Review of Ministry Development Plan
<u>Knowing</u> 1. Awareness of ethical issues involved in the practice of family ministry. 2. Be informed of professional networks available to assist in personal and professional growth and the practice of family ministry. 3. Be aware of limits to one's expertise, how to conduct ministry within these limits, and how to	1. Assigned reading, journaling 2. Lectures during intensive, portfolio assignment 3. Revising the Ministry Development Plan	1. Journals of assigned readings 2. Attendance during intensive, Portfolio evaluated by work group and class instructor 3. Review of Ministry Development Plan



link professionally with others who have additional expertise.		
<u>Doing</u> 1. Implement an intentional structure for personal and professional development in ministry to families. 2. Create a portfolio, a practical record demonstrating growth as a ministry professional during the doctoral program experience. 3. Engage in professional activities, such as regular reading of professional journals and attending professional conferences related to their area of specialty.	1. Revising the Ministry Development Plan 2. Portfolio assignment and sharing in class 3. Assigned reading, journaling	1. Review of Ministry Development Plan 2. Portfolio evaluated by work group and class instructor 3. Journals of assigned readings

**B. Grade Points**

Reading and Journal Report . . . . .	20 points
Portfolio Preparation . . . . .	25 points
Intensive Attendance and Participation . . .	35 points
Ministry Development Plan . . . . .	20 points
Total . . . . .	100 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 articles are due the first session of the teaching intensive, July 21, 2013. If submitted late, the work will be discounted 10%. The remaining assignments are due April 1, 2014. 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 1 hour, so the entire course module is to require 56 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 (3 credits) is calculated as follows:

Pre-Intensive Reading (23 pp.)	1.5 hrs.
Journaling the Pre-Intensive Reading	10.5 hrs.
Portfolio Preparation	22 hrs.
Intensive	12 hrs.
Ministry Development Plan	10 hrs.
Total	56 hrs.

#### E. Assignment Submission

Submit assignments as attached files (MS Word) to email sent to [ronaldmflowers@gmail.com](mailto:ronaldmflowers@gmail.com). The portfolio may also be sent as a link (if a website is used) or by posting a DVD/CD to Ron Flowers, 15008 Ridgeview Dr., Mineral, VA 23117.

### **CRITERIA FOR GRADE ASSESSMENT**

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#### **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 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

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.

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## **UNIVERSITY POLICIES**

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### **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.

### **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 sounds/reads 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.

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## **OUTLINE OF TOPICS**

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- I. The Intertwining of Personal and Professional Life in Christian Family Ministry
- II. Professional Ethics for Family Ministry
- III. Intentional Growth Personally and Professionally
- IV. Affirmation and Challenge of a Professional Portfolio

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## INSTRUCTOR PROFILE

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Ron Flowers is Director Emeritus, Department of Family Ministries, General Conference of Seventh-day Adventists. Before his retirement in 2010, he and his wife, Karen, served in this specialized field at the Church's World Headquarters since 1980. He currently serves as President of the Adventist Association of Family Life Professionals and as Coordinator of the Family Ministry Concentration in the Doctor of Ministry Program at the Seventh-day Adventist Theological Seminary. Ron's background is in pastoral ministry. He holds a Doctor of Ministry degree with an emphasis in marriage and family counseling from Denver Seminary. His professional project was *Improving Satisfaction in the Adolescent Family: An Approach to Parent Education Incorporating Structural Family Systems Theory*. Certified with the National Council on Family Relations as a family life educator, he and Karen have presented family life seminars on marriage, parenting and family living in some 85 countries. He has authored, co-authored or edited with Karen more than 35 major books, manuals and resources on family ministries including *Becoming Family* (AdventSource, 2009). An adjunct professor with Andrews University, he has presented family seminars on campus and has taught in the DMin program in Family Ministry. The Flowers have two adult sons: Jeff, who with his wife, Pam, works in development in Azerbaijan, and Jon, who is a genetics researcher at New York University in Manhattan, New York.

