

Andrews University
Seventh-day Adventist Theological Seminary
Doctor of Ministry Program

RLED755 Families in Society
3 Credits
2010 Family Ministry Cohort

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Session dates: July 11-16, 2010
Class Times: Sunday: 7-9:00 pm; Mon-Fri: 8:00 am – 5:30 pm

“One well-ordered, well-disciplined family tells more in behalf of Christianity than all the sermons that can be preached.”

Ellen G. White, Adventist Home, p. 32.

Module Description

This course is an exploration of issues germane to family life education, and the mission and methods of family ministry within a leadership perspective.

An understanding of families and their connectedness to external systems, such as governmental, educational, religious, and other institutions, is crucial to an understanding of families in society.

Sociologically, a family is a social group, a social system, and a social institution. As a social group, it is a collection of persons who recognize one another as family members and interact in a sexually bonded, intimate, primary network. As a social system, it has many interdependent components with major differentiations by gender, race, class, age, size, and so forth. As a social institution, the family meets broad societal goals that center on intimate relationships and the reproduction and socialization of children (Eshleman 2003).

This class meets the requirements for Family Life Education Certificate Module: “**Families in Society**”.

Participants in the *Family Ministry* concentration and cohort take the following modules and courses in the following sequence:

2010 Family Ministry Cohort

Course requirements and schedule for the cohort beginning in 2010:
(follow the linked course names to obtain the course requirement documents)

Course #	Course Name	Instructor	Intensive Dates	Intensive Locations
RLED755	Families in Society (3 cr)	Willie Oliver	July 11-23, 2010	Andrews University
RLED758	Internal Dynamics of Families (3 cr)	Jeffrey Brown	July 11-23, 2010	Andrews University
GSEM790	DMin Project Seminar (2 cr)	Bill Knott and/or Kenley Hall	July 25-30, 2010	Andrews University
GSEM706	Spiritual & Theological Foundations for Ministry (6 cr)	Jon Dybdahl	May 2011	Andrews University
GSEM730	Field Research for Ministry (2 cr)	Monte Sahlin	Feb 15, Mar 1, 15, 29, Apr 12, 26, May 10, 24, 2011	virtual delivery
RLED779	Parenting Education & Guidance (3 cr)	Calvin Thomsen	July 15-27, 2012	Andrews University
RLED759	Human Sexuality (3 cr)	Curtis Fox	July 15-27, 2012	Andrews University
GSEM796	DMin Project (2 cr)		summer 2012	
RLED757	Family Law & Public Policy (3 cr)	Deborah Berecz and/or Rene Drumm	July 2013	Andrews University
RLED720	Professional Development (1 cr)	Allan Martin	July 2013	Andrews University
GSEM796	DMin Project (4 cr)		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 module or 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

I. 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. Pre-intensive assignments are due on the first day of the teaching intensive. **Value: 30 points.**

Books can be purchased in any manner convenient to the participant. They can be ordered through the Andrews University Bookstore (800-385-2001). Some books are available used at the Amazon online book store.

Literature

Required Text

Powell, L. H., & Cassidy, D. (2007). *Family life education: Working with families across the life span* (2nd ed.). Long Grove, IL: Waveland Press.

Recommended Reading

Andersen, M. L., and Hill Collins, P. (Eds.). (2007). *Race, class, and gender: An anthology*. 6th ed. Belmont, CA: Thomson Wadsworth.

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

- Jaggar, A. M., and Rothenberg, P. S. (Eds.). (1993). *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*, (3rd ed.), Boston, MA: McGrawHill.
- Johnsson, N., with Oliver, W. (2001). *The family friendly church: Leader guide*. Lincoln, NE: AdventSource.
- Johnsson, N., and Oliver, W. (2003). "Creating a family-friendly church." *Family evangelism: Bringing Jesus to the family circle*. Karen & Ron Flowers, (eds.) Lincoln, NE: AdventSource.
- Johnsson, N., with Oliver, W., & Brill, D. (2008). *Putting families first: How family friendly churches grow*. Lincoln, NE: AdventSource.
- Lynch, E. W. & Hanson, M. J. (Eds.). (2004). *Developing cross-cultural competence: A guide for working with children and their families* (3rd ed.). Baltimore, MD: Paul H. Brookes.
- Oliver, W., (Eds.). (2009). *Family ministries curriculum for local church leaders*, (3rd ed.). Lincoln, NE: AdventSource.
- Vargas, L. & Koss-Chioino. (1992). *Working with Culture*. San Francisco: Jossey-Bass.

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.

II. The Intensive

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*.

Participation in discussion, exercises, and field experience – Active attendance means full engagement in all activities. Non-involvement can result in a points reduction.

Beginning the Ministry Development Plan – Each student will put together 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 the portfolio will be prepared for submission and presentation at the completion of the program.

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 submitted in person, or sent by e-mail to

willie.oliver@nad.adventist.org or via the internet through the Andrews University “Desire2Learn” portal (<http://d21.andrews.edu/index.asp>) for this class.

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.

Course Content – To help students achieve the objectives for this course, the following content will serve as a basis for class discussion, activities and assignments.

I. Childhood

- Jobs, money, and the family
- Programs that support individuals and families
- Importance of families, neighborhood, and the community
- Families and schools working together
- Differing spiritual beliefs and practices

II. Adolescence

- Families and the workplace
- Reciprocal influences of the economy and families
- School as preparation for the future
- Education throughout the life span
- Functioning in the school system
- Individual and family responsibility in the community
- Influence of religion and spirituality on families
- Support for families with special needs and problems
- Reciprocal influences of technology and families
- Population issues and resource allocation
- Role of family in society
- Supportive networks—family, peers, religious institutions, community

III. Adulthood

- Family participation in education of children
- Utilizing the education system
- Influence of religion and spirituality on families
- Supportive networks -family, peers, religious institutions, community
- Understanding and obtaining community support services
- Lifelong learning
- Population issues and resource allocation
- Reciprocal influences of technology and families
- Economic fluctuations and their impact on families
- Interrelationship of families, work, and society
- Individual and family responsibility in the community

- Role of family in society

IV. Later Adulthood

- Influence of religion and spirituality on families ,,
- Supporting the educational system
- Supportive networks -family, peers, religious institutions, community
- Understanding and obtaining community support services
- Lifelong learning
- Population issues and resource allocation - health care, transportation, housing
- Reciprocal influences of technology and families
- Social issues - age discrimination, elder abuse, care giving
- Role of family in society
- Economic fluctuations and their impact on aging families

Families in Society

A. Marriage and the Family:

What do you perceive a marriage and/or family to be?

If couples live together, is it a marriage?

Are unwed partners members of “the family of origin?”

What are some factors people consider important in choosing a partner?

Does the family consist of one female legally married to one male?

Children that are born out of wedlock, what family system are they a part of?

B. Marriage, Family and Kinship Organization

Family as a social institution: Is marriage an institution in decay?

Families as groups and systems: What is the correlation between System Theory and family?

Boundaries of Kinship

C. Relations Between the Family and Other Systems

Mass Media and the family

Religion and the family

Politics and the family

Education and the family

Economy and the family

D. African American Families

Patterns of African American family life

E. Hispanic American, Asian American Families

Social status characteristics/ marital family patterns

F. Sexual Norms and Relationships

The social dimensions of sexuality

Premarital sexual intercourse

Sex and marriage, extramarital sex

G. The Marital System

Marriage trends and characteristics

Power in conjugal and intimate relationships

Marital quality

H. Family Violence

Social stresses on families

Violence in families and among intimates

I. Divorce and Remarriage

Divorce around the world

Divorce in the United States/ Remarriage and stepfamilies

J. Family Life Education: The developing profession

Defining the profession

Assessing your personal qualities as a Family Life Educator/ Attitudes and biases

The levels of family involvement model

Ethical guidelines

K. Relating Theory to Practice

Family systems theory/human ecology theory/social exchange theory/family developmental theory

Learning styles

L. Family Programs

Evaluation of family programs

Steps in conducting an evaluation/ cultural considerations in evaluation

M. Foundations of Sexuality Education

Timeline of Significant Events in the Sexual Revolution

The need for and contexts of sexuality education

Social learning theory/ Moral development theory

III. Post-Intensive

Literature

Burton, L.M., Winn, D-M., & Holder-Taylor, C. (2009). The Role of Trust in Low-Income Mother's Intimate Unions. *Journal of Marriage and Family* 71:1107-1124.

Liu, H. (2009). Till Death Do Us Part: Marital Status and U.S. Mortality Trends, 1986-2000. *Journal of Marriage and Family* 71:1158-1173.

Creighton, M.J., Park, H., & Teruel, G.M. (2009). The Role of Migration and Single Motherhood in Upper Secondary Education in Mexico. *Journal of Marriage and Family* 71:1325-1339.

Biblarz, T.J., & Stacey, J. (2010). How Does the Gender of Parents Matter? *Journal of Marriage and Family* 72:3-22.

Clark, S., Kabiru, C., & Mathur, R. (2010). Relationship Transitions Among Youth in Urban Kenya. *Journal of Marriage and Family* 72:73-88.

Journaling of the literature – Continue your journaling.

Ministry Development Plan – continue your Ministry Development Plan (MDP). This is assigned in the first module and a revision is assigned in the third module (5-6 pages).

The Context Support – Students will form a context support group of five to seven 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 August 15, 2010. The group will review the MDP and its role with materials provided during the intensive.

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.

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 the literature will take place as the major post-intensive course work for the first intensive. This primary review of the 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.

The 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
<u>Family Life Education</u> : to help participants acquire knowledge of current issues and	Pre and post-intensive	Pre/ post intensive reading & journal-

empirical findings related to the field of family life education.	reading; intensive presentations	ing reports; journaling & topical presentation in intensive
<u><i>Spiritual, Theological, and Personal Formation:</i></u> 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
<u><i>Professional:</i></u> 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.	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 church.

The Doctor of Ministry program requires 60 hours of study for each semester credit. RLED755 Families in Society is 3 credits and RLED758 Internal Dynamics of Families 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
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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.