

Family Ministry Concentration, 2014
Year Four
DSRE 749

FAMILY A CENTER FOR
DISCIPLESHIP

2017

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Andrews
University

Seek. Affirm. Change.

DSRE 749

FAMILY A CENTER FOR DISCIPLESHIP

FAMILY MINISTRY CONCENTRATION • 2014 COHORT

GENERAL MODULE INFORMATION

Module acronym: DRSE 749
Module name: Family a Center for Discipleship
Intensive location: SDATS, Berrien Springs, Michigan
Intensive Dates: Sunday evening, July 16 to Noon, Friday, July 28, 2017
Schedule: Sundays: 7-9 pm and Mon-Fri: 8:00 am-Noon; 1:30 pm-5:30 pm
Credits: 5

INSTRUCTOR'S CONTACT INFORMATION

Lead Professors: Claudio Consuegra, DMin; Pamela Consuegra, PhD
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MODULE DESCRIPTION

Family a Center for Discipleship (DSRE 749) addresses ministry to families based on an understanding of the mission of the home as a discipling center, seeking to strengthen faith in Jesus Christ in all within its reach, especially the children and youth in the family.

The course examines child development, children in the family system, the changing roles and responsibilities of parents, child-rearing practices—including spiritual nurture of children, safety and protection for children, diverse parenting situations, and decision-making about parenthood. The course builds skills in parenting education with a Christocentric perspective.

A basic understanding of personal development, especially as experienced in childhood, is foundational for effective parenting practice. A focus of this course will be on comprehension of the parenting role as a discipling caregiver and meeting children's needs at various stages. Purposeful parenting principles will be introduced which span cultures and different family structures. The primary focus of this course is acquiring basic understanding and comprehension, and then integrating these bases into a parenting education competency.

DMin Project (GSEM 796) registers project credits; no additional class is involved.

MODULE ACCESS

Moodle access for the module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus

MODULE MATERIALS

Required:

1. Barna, G. (2016). *Transforming children into spiritual champions: Why children should be your church's #1 priority*. Grand Rapids, MI: Baker Books.
Available from: https://www.amazon.com/Transforming-Children-into-Spiritual-Champions/dp/080101879X/ref=la_B000APJB4G_1_8?s=books&ie=UTF8&qid=1478086894&sr=1-8
2. Kuzma, K. (2009). *Parenting boot camp*. Nampa, ID: Pacific Press Publishing.
Available from: https://www.amazon.com/Parenting-Boot-Camp-Dr-Kuzma/dp/0816323771/ref=sr_1_1?ie=UTF8&qid=1479393813&sr=8-1&keywords=parenting+boot+camp
3. Deal, R. (2014). *The smart stepfamily: Seven steps to a healthy family*. Grand Rapids, MI: Bethany House Publishers.
Available from: https://www.amazon.com/Smart-Stepfamily-Seven-Healthy-Family/dp/0764212060/ref=sr_1_4?ie=UTF8&qid=1479394945&sr=8-4&keywords=step+parenting
4. Mulvihill, J. (2016). *Biblical grandparenting*. Ventura, CA: Denzel Agency.
Available from: https://www.amazon.com/Biblical-Grandparenting-Exploring-Disciple-Making-Generations/dp/099820580X/ref=sr_1_1?ie=UTF8&qid=1479395112&sr=8-1&keywords=biblical+grandparenting
5. Leman, K. (2006). *Single parenting that works: Six keys to raising happy, healthy children in a single-parent home*. Carol Stream, IL: Tyndale House Publishers.

Available from: https://www.amazon.com/Single-Parenting-That-Works-Single-Parent/dp/1414303351/ref=sr_1_1?ie=UTF8&qid=1479395330&sr=8-1&keywords=single+parenting+that+works

Recommended:

1. White, E. (1954). *Child Guidance*. Hagerstown, MD: Review & Herald Publishing Association.
Available free online at: https://egwwritings.org/?ref=en_CG.3¶=8.4
2. White, E. (1952). *The Adventist Home*. Hagerstown, MD: Review & Herald Publishing Association.
Available free online at: https://egwwritings.org/?ref=en_AH.4¶=128.5
3. White, E. (1913). *Counsels to Parents, Teachers, and Students*. Nampa, ID: Pacific Press Publishing Association.
Available free online at:
<https://text.egwwritings.org/publicationtoc.php?bookCode=CT>

PROGRAM OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflection, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trend in a global context related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry of practice and evaluate the resultant impact on one's personal experience and ministry.

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry in Family Ministry concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Students participating in the module *Family a Center for Discipleship* will:

Being

1. Exhibit growth toward health and wholeness, with greater self-awareness from reflection on their own childhood and youth development and experience of being parented.

2. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and as parents or mentors of children and youth.
3. Be committed to parenting ministry, helping families to understand more fully the parenthood of God and to invite their children to follow Him as disciples.

Knowing

1. Comprehend the parenting role as one of discipling caregiver, addressing their children's needs at various stages of growth and lifespan development.
2. Know about various child-rearing practices, guidance, and parenting strategies that increase the likelihood of successful transmission of a healthy spiritual heritage.
3. Understand the changing roles and responsibilities of parents.

Doing

1. Refine personal competencies as a parent educator.
2. Help parents and adult caregivers to employ grace-based values and principles in their parenting practices.
3. Be able to develop and present parenting material in various formats, for specific audiences, in different settings.

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 work 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 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

Five writing assignments are due the first day of the teaching intensive (Sunday evening, July 16, 2017). These journal-writing assignments are from the required textbooks (see p. 3 under “Module Materials” of this Course Syllabus) listed again below:

- A. Barna, G. (2016). *Transforming children into spiritual champions: Why children should be your church's #1 priority*. Grand Rapids, MI: Baker Books.
Available from: https://www.amazon.com/Transforming-Children-into-Spiritual-Champions/dp/080101879X/ref=la_B000APJB4G_1_8?s=books&ie=UTF8&qid=1478086894&sr=1-8
- B. Kuzma, K. (2009). *Parenting boot camp*. Nampa, ID: Pacific Press Publishing.
Available from: https://www.amazon.com/Parenting-Boot-Camp-Dr-Kuzma/dp/0816323771/ref=sr_1_1?ie=UTF8&qid=1479393813&sr=8-1&keywords=parenting+boot+camp
- C. Deal, R. (2014). *The smart stepfamily: Seven steps to a healthy family*. Grand Rapids, MI: Bethany House Publishers.
Available from: https://www.amazon.com/Smart-Stepfamily-Seven-Healthy-Family/dp/0764212060/ref=sr_1_4?ie=UTF8&qid=1479394945&sr=8-4&keywords=step+parenting
- D. Mulvihill, J. (2016). *Biblical grandparenting*. Ventura, CA: Denzel Agency. Available from: https://www.amazon.com/Biblical-Grandparenting-Exploring-Disciple-Making-Generations/dp/099820580X/ref=sr_1_1?ie=UTF8&qid=1479395112&sr=8-1&keywords=biblical+grandparenting
- E. Leman, K. (2006). *Single parenting that works: Six keys to raising happy, healthy children in a single-parent home*. Carol Stream, IL: Tyndale House Publishers. Available from: https://www.amazon.com/Single-Parenting-That-Works-Single-Parent/dp/1414303351/ref=sr_1_1?ie=UTF8&qid=1479395330&sr=8-1&keywords=single+parenting+that+works

The journal write-ups are formal or informal reflection of your thoughts, feelings, and reactions as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read 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 with a demonstration of your solid intention to learn and grow as a professional.

Within your reflection, discuss 3-5 principles contained in each of the required books. For each of those principles, include biblical and/or Spirit of Prophecy support as appropriate and when available.

Each journal assignment should be four to six pages in length. Proper grammar is expected and entries will be evaluated for clarity and reflection. Begin the journal entry for each of the five books with a simple statement that you have read the required book.

Books may be acquired 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. Additional reading, journaling, and oral reports will be required throughout the intensive.

C. Participation in discussion, group activities, journaling, and compilation of notes are expected.

D. A cohort field experience is planned for Thursday evening, July 20 through Sabbath, July 22, i.e., participating in all the segments of the **Adventist Conference on Family Research and Practice**. This conference will take place on the campus of Andrews University and attendance is expected as you will need to journal and reflect on this experience.

III. Post-Intensive

A. Review and **update 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. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program. **This revised and updated MDP is to be submitted to Dr. Claudio Consuegra by November 1, 2017.**

B. Prepare chapter five of your project document, a paper of at least 20 pages, but no more than 25 pages. This will provide the narrative of your project challenge. ***This is the work required in year four that partially integrates your 3 credits of project learning into the program.*** The *Andrews University Standards for Written Work, 12th Edition* (or latest edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style. **Submit Chapter 5 to Dr. Claudio Consuegra by March 31, 2018.**

C. **Meet again with your context support group** of five to nine persons from your specific ministry context and review your MDP. The meeting must occur on or before **September 30, 2017**. The meeting should center on personal and professional progress, with a review the MDP in the light of learning experience provided by the recent intensive. **Submit a statement that the context support group has met to Dr. Claudio Consuegra by October 1, 2017.**

D. 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. The grade will be applied to all members of the work group. **Submit this to Dr. Claudio Consuegra by March 31, 2018.**
2. The first group meeting must occur on or before **October 31, 2017**, and will review the work of each student on their various assignments, as well as work on Chapter Five.
3. The second group meeting must occur on or before **January 31, 2018** and review progress on Chapter Five.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

E. Continue your work with an appropriate field mentor and be involved in at least 5 1-hour sessions, meeting once per month over several months. **Report the 1) name, 2) contact information, and 3) a 1-page journal of session dates and reactions to the sessions to Dr. Claudio Consuegra by March 31, 2018.**

GRADING AND ASSESSMENT ITEMS

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 5 hours, so the entire course module is to require 280 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 – 8 hours

Reading and journaling (approximately 2,880 pages) – 160 hours for the reading and 40 for the journaling = 200

Intensive - 60 hours

Journaling during the intensive – 2 hours

Context support group - 2 hours

Peer group attendance and journaling - 3 hours

Mentoring – 5 hours

Total for DSRE 749 - 280 hours

Post-intensive Chapter 5 paper (Writing time - 60 hours; experiential and research time - 64 hours, satisfies the hours required for 2 project credits)

Total for GSEM 796 – 124 hours

B. 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.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
<p><u>Being</u></p> <p>1. Exhibit growth toward health and wholeness, with greater self-awareness from reflection on one's own childhood and youth development and experience of being parented.</p> <p>2. Seek to integrate to one's expanding spiritual and theological perspectives into their personal formation as individuals and as parents or mentors of children and youth.</p>	<p>1. Lectures and class discussion</p> <p>2. Assigned reading</p> <p>3. Reflective journaling</p> <p>4. Ministry Development Plan</p> <p>5. Context support group</p> <p>6. Peer group</p> <p>7. Mentor</p>	<p>1. Attendance and participation during intensive</p> <p>2. Journals of assigned reading</p> <p>3. Revision of Ministry Development Plan</p> <p>4. Reports of Context Support Group meetings,</p>

<p>3. Be committed to parenting ministry, helping families to understand more fully the parenthood of God and to invite their children to follow Him as disciples.</p>		<p>Peer Group meetings, and meetings with mentor</p>
<p><u>Knowing</u> 1. Comprehend the parenting role as one of discipling caregiver, addressing their children’s needs at various stages of growth and lifespan development. 2. Know about various child-rearing practices, guidance, and parenting strategies that increase the likelihood of successful transmission of a healthy spiritual heritage. 3. Understand the changing roles and responsibilities of parents.</p>	<p>1. Assigned reading 2. Reflective journaling 3. Lectures and class discussion</p>	<p>1. Journals of assigned readings 2. Attendance, discussion and participation during intensive 3. Revision of Ministry Development Plan</p>
<p><u>Doing</u> 1. Refine personal competencies as a parent educator. 2. Help parents and adult caregivers to employ grace-based values and principles in their parenting practices. 3. Be able to develop and present parenting material in various formats, for specific audiences, in different settings.</p>	<p>1. Reflective journaling 2. Class discussion 3. Ministry Development Plan 4. Context support group 5. Peer group 6. Mentor</p>	<p>1. Revision of Ministry Development Plan 2. Reflective journaling from assigned reading 3. Reports of Context Support Group meetings, Peer Group meetings, and meetings with mentor</p>

C. Grade Points

Pre-Intensive Reading & Journaling - 250 points

Chapter 5 - 250 points

Ministry Development Plan - 75 points

Context Support Group - 75 points

Small Group Meetings - 75 points

Report Regarding Mentor - 75 points

Journaling During Intensive - 100 points

Class Participation and Oral Reports- 100 point

Total Points Possible - 1000 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-

D. Assignment Submission

Assignments are to be uploaded to the Andrews University Learning Hub by the assignment submission deadlines that are noted with each assignment.

E. Assignment Deadlines:

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, **Sunday evening, July 16, 2017**. If submitted late, the assignment will be deducted an additional 10% off of the earned grade. Additional assignments are spread throughout the months following the Intensive (see pp. 7, 8) and students are encouraged to meet these intermediate deadlines to distribute their work. However, all assignments must be in by **March 31, 2018**. DGs (deferred grades) are provided in the semesters before assignments are due.

All assignments in by March 31, 2018:	(possible A grade)
Late up to 30 days after March 31:	(no more than A-grade)
Late 31 to 60 days after March 31:	(no more than B+ grade)
Late 61 to 90 days after March 31:	(no more than B grade)
Late 91 days or more after March 31:	(DN deferred and not completable*)

F. Student grades will be recorded by **September 1, 2018**.

* 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.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post-Intensive Paper
(Project Document Chapter 5 – Narrative of Intervention Implementation)

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird’s eye view of what the chapter will cover.	Same as Target, the bird’s eye view is incomplete.	The reader is invited into the topic but no bird’s eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Implementation Narrative	A concise narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets side-tracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
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 1 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 chapter 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	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

OVERVIEW OF CLASS

- I. Introduction
 - a. State of the Marriage, Family, and Parenting Today
- II. Putting Families and Discipleship Together
 - a. Discipleship Inside the Home
 - b. Role of Marriage in Discipleship
 - c. Role of Parent in Discipleship
- III. Faith Development in Children
 - a. Understanding the Stages of Faith Development
 - b. Helping Children Grow Spiritually
- IV. Discipleship in Non-Traditional Families
 - a. Single Parenting
 - b. Grandparents Raising Children
 - c. Step-families
 - d. Other Non-traditional Families
- V. Challenges Along the Discipleship Journey
 - a. Influence of Media
 - b. Influence of Peers
 - c. Risky Behaviors
 - d. The Prodigal Child
 - e. Other Challenges
- VI. Role of the Church Family in Discipleship
- VII. Using Scripture and the Spirit of Prophecy in the Disciple Making Process

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

“In harmony with the mission statement (p.18), 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.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” *AU Bulletin*

EMERGENCY PROTOCOL

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

DISABILITY ACCOMMODATIONS

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible for referral and assistance in arranging such accommodations.

CLASS ATTENDANCE

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.” *AU Bulletin*

CLASS ABSENCES

“Whenever the number of absences exceeds 20% (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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records” *AU Bulletin*

EXCUSED ABSENCES

The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.

INSTRUCTOR PROFILE

Drs. Claudio & Pamela Consuegra currently serve as the Directors of Family Ministries for the North American Division of the Seventh-day Adventist Church. Claudio was born in Colombia, South America, while Pamela grew up in the Appalachian Mountains of Virginia.

Claudio has served as pastor in various conferences throughout the United States. He has also been a law-enforcement, hospital, and hospice chaplain, a marriage and family counselor, and conference departmental director and administrator. Claudio holds a Bachelor of Arts degree in Theology from Columbia Union College (now Washington Adventist University), a Master of Science degree in Counseling Psychology from Radford University, and a Doctor of Ministry degree in Family Ministries from Andrews University.

Pamela has a background in Adventist education, having served as a teacher, academy principal, and Superintendent of Schools. Pamela holds a Bachelor of Science degree in Elementary Education from Columbia Union College (now Washington Adventist University), a Master of Science degree in Curriculum and Instruction from Radford University, and a Ph.D. in Leadership from Andrews University.

