

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Intergenerational Church (NAD), 2019 Cohort
2019, Year One

CHMN751

RELATIONAL DYNAMICS AND
THE INTERGENERATIONAL CHURCH

Angela H. Li, PhD



CHMN751

**RELATIONAL DYNAMICS AND
THE INTERGENERATIONAL CHURCH**

INTERGENERATIONAL CHURCH (NAD – 2019)

GENERAL MODULE INFORMATION

Intensive location: Loma Linda, California
Intensive Dates: October 9-17, 2019
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Angela H. Li, PhD
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BULLETIN MODULE DESCRIPTION

This module seeks to identify, practice, and incorporate relational skills to model and instruct church members of all ages. It will explore the relational dynamics the church provides for psychological identity in an ecclesiological institution. Special attention will be given to current issues such as the tension between the spiritual and religious, the conservative and progressive, the exclusive and inclusive, among others.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this 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:

READ BEFORE THE INTENSIVE:

1. Katherine Storehouse. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Ada, MI: Baker Academic, 2010.
2. Linn, Matthew, Sheila Fabricant, and Dennis Linn. *Healing the Eight Stages of Life*. Mahwah, New York: Paulist Press, 1998.
3. Rogers Jr., Frank. *The Way of Jesus: Compassion in Practice*. Nashville, TN: Upper Room Books, 2016.
4. Nesbit Sbanotto, Elisabeth A. and Blomberg, Craig. *Effective Generational Ministry*. Grand Rapids, MI: Baker, 2016.

READ AFTER THE INTENSIVE:

1. Baars, Conrad W. *Born Only Once: The Miracle of Affirmation*. Eugene, OR: Wipf & Stock Publishers, 2016.
2. Foster Charles R. *From Generation to Generation: The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. Eugene, OR: Cascade Books, 2012.
3. Moore, Mary Elizabeth and Wright, Almeda M. *Children, Youth, and Spirituality in a Troubling World*. St. Louis, MO: Chalice Press, 2008.
4. Powell, Kara and Argue, Steven. *Growing With: Every Parent's Guide to Helping Teenagers and Young Adults Thrive in their Faith, Family, and Future*. Grand Rapids, MI: Baker, 2019.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Recommended:

1. Arnett, Jeffery Jensen. *Emerging Adulthood: The Winding Road from The Late Teens Through The Twenties*. Oxford University Press, 2014.
2. Barna Group. *Gen Z: The Culture, Beliefs and Motivations Shaping the Next Generation*. Ventura, CA: Barna Group, 2018.
3. Campbell, R. (2009). *Mentor like Jesus: His radical approach to building the church*. Atlanta, GA: RM.
4. Dudley, Roger. *Why Teenagers Leave the Church: Personal Stories from a 10-year Study*. Review and Herald Publishing, 1999.
5. Erikson, Erik H. *Identity and the Life Cycle*. New York, NY: W.W. Norton & Company, 1980.
6. Floyd, Scott. *Crisis Counseling: A Guide for Pastors and Professionals*. Grand Rapids, MI: Kregel Publications, 2008.

7. General Conference of Seventh-day Adventists. *Together Growing Fruitful Disciples*. <https://www.growingfruitfuldisciples.com/>
8. Inter-European Division of Seventh-day Adventists. *iCOR Study Guide – Building Spiritual Home: Living Our Values Together*. Bern, Switzerland: Inter-European Division of Seventh-day Adventists, 2018.
9. Johnsson, William G. *Authentic Adventism*. Westlake Village, CA: Oak & Acorn Publishing, 2018.
10. Kinnaman, David and Lyons, Gabe. *unChristian: What a New Generation Really Thinks about Christianity...and Why It Matters*. Ventura, CA: Barna Group, 2012.
11. Kinnaman, David. *You Lost Me: Why Young Christians Are Leaving Church... And Rethinking Faith*. Baker Books, 2011.
12. Martin, A. Allan. *NEXT STEPS: Adventist Millennial Research empowering Young Adult Ministry*. (online course, Adventist Learning Community) <http://nextsteps.youngadultlife.com>
13. Pokluda, Jonathan and McConaghy, Kevin. *Welcome to Adulthood: Navigating Faith, Friendship, Finances, and the Future*. Grand Rapids, MI: Baker, 2018.
14. Rainer, Thom S. *I am a Church Member: Discovering the Attitude that Makes a Difference*. Nashville, TN: B&H Publishing, 2013.
15. Roberts, Toure. *Wholeness: Winning in Life from the Inside Out*. Grand Rapids, MI: Zondervan, 2018.
16. Steege, Mary. *The Spirit-Led Life: A Christian Encounter with Internal Family Systems*. 2015.
17. Talbot School of Theology. *Christian Education Journal Mini-Theme Issue: College & Young Adult Ministry*. La Mirada, CA: Talbot School of Theology, Series 3, Volume 5, No. 1, Spring 2008.
18. Twenge, Jean M. *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us*. Atria Books, 2017.

DMIN PROGRAM LEARNING OUTCOMES

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

1. Critically reflect on, 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 trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

DMIN PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

Being:

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

Doing:

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

CONCENTRATION OBJECTIVES

The Intergenerational Ministry graduate will demonstrate these outcomes in the following ways:

1. Competently apply biblical principles to the intergenerational context (Case Study; Reading Reflections; Ministry Development Plan; Chapter 2 of Project Document)
2. Integrate theory and practice in dealing with the challenges confronted in diverse ministry contexts (Project Document; Oral Assessment; Ministry Development Plan)
3. Evaluate the effectiveness achieved in the application of intergenerational theory and practice to ministry (Project Document)

STUDENT LEARNING OBJECTIVES

Following are objectives important for student development through this course. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will:

1. Create a safe church environment for all generations
2. Deepen understanding of spiritual and emotional needs within the intergenerational model
3. Grow spiritually through personal reflection
4. Understand and practice compassion as healing agents for self and others
5. Identify relational dynamics of church involvement throughout the stages of life
6. Assemble an annotated bibliography for intergenerational ministry
7. Glean intergenerational church insights, experiences, and perspectives from the children
8. Pursue an aspect of the intergenerational church for processing and sharing
9. Join a cohort that is a spiritually vibrant, supportive, and expectant faith community

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed an Intergenerational Concentration (NAD – 2019) in their DMin program.

Participants in the 2019 Intergenerational Concentration take the following modules and the project seminar in the following sequence:

Doctor of Ministry (DMin) - Andrews University Intergenerational Church (NAD - 2019) Coordinator: Dr. Steve Case				
Course/Credits Professors	2019	2020	2021	2022
CHMN707 The Church in Intergenerational Contexts (4 credits) Dr. Steve Case	September 30- October 8 Loma Linda, CA			
CHMN751 Relational Dynamics and the Intergenerational Church (4 credits) Dr. Angela Li	October 9-17 Loma Linda, CA			
GSEM706 Spiritual and Theological Foundations for Ministry (4 credits) Dr. Allan Walshe Dr. Kleber Gonçalves		September 28- October 7 Andrews University		
GSEM796 DMin Project (2 credits)		Fall Semester No intensive-work with project advisor		

Course/Credits Professors	2019	2020	2021	2022
CHMN762 The Challenge of 2 nd and 3 rd Generations (4 credits) Dr. Steve Case			September 27- October 6 Columbia, MD	
GSEM793 DMin Research Methods (2 credits) Dr. David Penno			October 7-13 Columbia, MD	
GSEM796 DMin Project (2 credits)			No intensive- work with project advisor	
CHMN783 Hearing and Responding to God Throughout Life (5 credits) Dr. Stephen Yeagley				September 26- October 7 Andrews University
GSEM796 DMin Project (3 credits)				Fall Semester No intensive- Work with project advisor

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

Pre-Intensive Reading:

For each of the four (4) books listed below, write a 4-6 page reflective journal that includes a background of the author(s), a brief synopsis of the book, the student's reaction to what was read (agree, disagree,

unsure, etc.), and what the student will implement in ministry from this reading (if anything). Give deliberate and intentional attention to how the text relates to your life and ministry, and relate it with written clarity. A sample reading journal is provided to each student as well as a template for journal reflection of each book.

The deadline for these to be sent via Moodle is Sunday, **October 6, 2019**. They can be turned in as each is completed or as a group. Please read in the following order: 1. *Healing the Eight Stages of Life*, 2. *Effective Generational Ministry*, 3. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*, and 4. *The Way of Jesus: Compassion in Practice*. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

1. Katherine Storehouse. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Ada, MI: Baker Academic, 2010.
2. Linn, Matthew, Sheila Fabricant, and Dennis Linn. *Healing the Eight Stages of Life*. Mahwah, New York: Paulist Press, 1998.
3. Rogers Jr., Frank. *The Way of Jesus: Compassion in Practice*. Nashville, TN: Upper Room Books, 2016.
4. Nesbit Sbanotto, Elisabeth A. and Blomberg, Craig. *Effective Generational Ministry*. Grand Rapids, MI: Baker, 2016.

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

II. The Intensive

- A. Journaling during intensive. Write a reflective journal each day (about one page/day). Each of these is due by the start of class the next day. Write a journal reflection for each of the following days of the intensive: October 9, 10, 11, 14, 15, 16, and 17—a total of 7 journal reports, each due by the **start of class the next morning**. These are to be posted via Moodle.
- B. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience (will or may) be planned for Saturday and/or Sunday.

III. Post Intensive

- A. Journal and report the remaining four books of the required reading list (below) in the same manner as for the pre-intensive books. The deadline for these to be sent via Moodle is Sunday, **March 18, 2020**. They can be turned in as each is completed or as a group.

1. Baars, Conrad W. *Born Only Once: The Miracle of Affirmation*. Eugene, OR: Wipf & Stock Publishers, 2016.
2. Foster Charles R. *From Generation to Generation: The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. Eugene, OR: Cascade Books, 2012.
3. Moore, Mary Elizabeth and Wright, Almeda M. *Children, Youth, and Spirituality in a Troubling World*. St. Louis, MO: Chalice Press, 2008.
4. Powell, Kara and Argue, Steven. *Growing With: Every Parent's Guide to Helping Teenagers and Young Adults Thrive in their Faith, Family, and Future*. Grand Rapids, MI: Baker, 2019.

B. Intergenerational Community Development Program Proposal. A written proposal of seven (7) to ten (10) pages, double-spaced; including a one-page reflection after the proposal is completed. Special attention will be given to current issues such as the tension between the spiritual and religious, the conservative and progressive, and the exclusive and inclusive, among others. The proposal entails planning and schedules for an intergenerational retreat, conference, seminar, workshop, or gathering. Include six sections in your proposal: 1) The name and length of your program; 2) Your vision and goal for this program; 3) Incorporate your most up-to-date MDP to the descriptions of your program; 4) List a minimum of three topics you plan to cover; 5) Design a one-page promotional flyer; 6) List the forces you anticipate will help as well as those that might hinder this program. This proposal is due **April 22, 2020**. Students will share their proposals with and provide feedback to peers during the Work Study Group meeting which must occur on or before **April 15, 2020**. Groups may meet by phone conference, face-to-face, or via electronic conference.

C. Annotated Bibliography for the intergenerational church. To broaden the scope of the intergenerational topic, compile a minimum of 60 entries, including a listing of some journal articles and online sites, published within the last ten (10) years. Provide a summary and evaluation of seven (7) to ten (10) sentences for each entry. Doctor of Ministry papers and bibliography are done in Turabian Parenthetical style. This assignment is due **May 17, 2020**.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations:

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 4 hours, so the entire course module is to require 224 hours. Professor contact time is to be 60 hours (15 hours per credit) within that number. Therefore, 164 hours are allotted for completing assignments. 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: 2-3 hr./page

For this course it is estimated that the total of 224 hours will be distributed as follows:

• Intensive - time in class	56 hours
• Reading and Journal Reflection: Pre-Session	45 hours
• Reading and Journal Reflection: Post-Session	45 hours
• Journaling during Intensive	7 hours
• Intergenerational Community Development Program Proposal	30 hours
• Work Study Group Meeting	2 hours
• Annotated Bibliography	<u>41 hours</u>
TOTAL	224 hours

B. Criteria for Grades

The final grade will be computed on the following basis:

• Reading and journaling (8 x 30 pts)	240 pts
• Journaling during intensive (7 x 2 pts)	14 pts
• Intergenerational Community Development Program Proposal	110 pts
• Work Study Group Meeting	6 pts
• Annotated Bibliography	<u>130 pts</u>
TOTAL	500 pts

Letter grades will be given based on the following percentages of the above total points:

A	96-100%	B+	90-92%	C+	79-81%	D	60-71%
A-	93-95%	B	85-89%	C	75-78%	F	0-59%
		B-	82-84%	C-	72-74%		

C. Assignment Submission

Upload all assignments in the LearningHub link dedicated to this course. No hard copies or email submissions will be accepted. Place your name, AU ID #, and full course description in header of each assignment.

Following are the chronological due dates for all assignments related to this course:

- Reading journals/reports (first 4 books) **October 6, 2019**
- Journaling during intensive **Beginning of class**

- Reading journals/reports (last 4 books) **March 18, 2020**
- Work Study Group meeting **April 15, 2020**
- Intergenerational Community Program
Development Planning **April 22, 2020**
- Annotated Bibliography **May 17, 2020**

D. 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:	(no credit for the assignment)

E. Assignment Submission

Assignments are to be submitted electronically to the lead professor via the Andrews University Learning Hub. Always keep copies. Late work will be discounted 10%. The grade of DG (deferred grade) will be given until the due date.

CRITERIA FOR ASSESSMENT GUIDELINES

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 an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE A GRADE

An A grade is only given when a student not only fulfils 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 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 center, 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.

*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.

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

Place your policy on late submission here.

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

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”. *AU Bulletin*

The above Andrews University policy is for students in other AU programs. **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.**

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.

INSTRUCTOR PROFILE: ANGELA H. LI



Angela H. Li, PhD, serves as the program director of the MS Chaplaincy program and an assistant professor at the Loma Linda University School of Religion. Angela is a full board-certified chaplain of the Association of Professional Chaplains and worked in the field of hospice care prior to joining the Chaplains Department at Loma Linda University Medical Center.

She was endorsed by the Adventist Chaplain Ministries, ordained through the Seventh-day Adventist Church Southeastern California Conference, and commissioned by the General Conference. Angela currently also serves as one of the pastoral staff at Mission Road SDA Church in Redlands, California.

As an American-Hong Kong Chinese, Angela embraces diversity and seeks opportunities to care for and offer support to the marginalized and vulnerable. She cares deeply about humanity's spiritual development, growth, and wholeness, especially for young people. She prioritizes giving voices to, advocating for, and nurturing future generations.

Angela is married to Ken. Together, they have a teenage son and daughter. She loves spending time and travelling with her family, relaxing with her dog, enjoying food from all cultures, sharing life over meals with friends, and reading (especially books about animals).

She sees God's love and compassion as a healing agent and basis of spiritual growth for all. Her academic passion and research interests include pastoral formation, spiritual care/healthcare chaplaincy subjects, spirituality, Asian American theology, formation of youth, and gender studies.