



MS 3B03 Foundations for Effective Ministry 3b (Winter)
Tuesdays 1:30-3:20 pm

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Course Description:

This course focuses on core competencies for ministry in the areas of pastoral care, spiritual formation, ministry practice, and professional ethics. The design of the course is modular in format and linked to the practice of ministry competencies in the areas of focus. Participants in this course will deepen their knowledge of authentic Christian ministry in all of its complexity. The course is offered alternately with Foundations for Effective Ministry 2 each year in the Master of Divinity program. Topics covered in the Winter Term include: life stages and transitions, family ministry, theology of community, boundaries and power issues in the church, ministerial ethics, and spiritual formation of the ministry leader. Participants are expected to integrate the course requirements with field placement and ministry activity throughout the year and to think theologically about the core competencies associated with these modules.

Required Reading:

Textbooks:

- Capps, Donald. *The Decades of Life: A Guide to Human Development*. Louisville: Westminster John Knox Press, 2008. ISBN: 978-0-664-23241-2.
- Renfro, P., Shields, B., Strother, J., & Jones, T.P. (Ed.). (2009). *Perspectives on Family Ministry: Three Views*. Nashville, TN: B&H Academic. ISBN: 978-0-8054-4845-0.
- Trull, Joe E. and James E. Carter. *Ministerial Ethics: Moral Formation for Church Leaders*. (6th printing). Grand Rapids, Michigan: Baker Academic, 2008. ISBN: 10-0-8010-2755-1.
- Whipp, Margaret. *Pastoral Theology*. Norwich, ENG: SCM Press, 2013.

Journal Articles:

- _____. Code of Ethics. *CASC/ACSS Policy and Procedure Manual*, Chapter 5. Available online: <http://209.162.178.174/manual.asp?Chapter=5>
- Wilmoth, J.D., & Fournier, D.G. (Winter 2009). Barriers to providing marriage preparation. *Family and Community Ministries*, 22(4) 31-41. Available online: <http://www.baylor.edu/content/services/document.php/145529.pdf>

Professor:

Dr. Dorothy Hunse is an adjunct faculty member with McMaster Divinity College and also works with the Ministry Formation Program. In addition to this, she serves as a Chaplain with Hospice Niagara in St. Catharines ON. Prior to pursuing doctoral studies, she ministered in a congregational context for 8 years. She is currently working to develop her doctoral work, on the topic of participating with God in the midst of church decline, into workshops for use within the local church. Dorothy lives in Fenwick ON with her husband Cliff and a handful of chickens.

Objectives & Course Schedule

Module 1: Transitions in Life

Objectives

Knowing: To develop a working perspective on human flourishing at all life stages.

Being: To awaken to the contours of the spiritual life for all ages and life stages.

Doing: To build an operational framework for ministry to persons at every life stage.

Date	Topic	Assignments
Jan 10, 2017	Spiritual Care of Children	Read: Whipp ch. 3; Capps, ch. 1, 2
Jan 17, 2017	Spiritual Care and Youth and Young Adults	Read: Whipp ch. 6; Capps, ch. 3
Jan 24, 2017	Spiritual Care and the Life Transitions Of Adults: Affiliation & Vocation	Read: Whipp ch. 2; Article by Wilmoth & Fournier
Jan 31, 2017	Spiritual Care With Mature Adults: Aging, Empty Nest, Loss and Reorganization	Read Capps, ch. 7, 8

Recommended Reading:

_____. *A Manual for Worship and Service*. [Mississauga:] Canadian Baptist Ministries, 1998.

Balswick, Jack O., and Judith K. & Balswick. *The Family: A Christian Perspective on the Contemporary Home*, 3rd Edition. Grand Rapids: Baker Books, 2007.

DeVries, Mark. *Family-Based Youth Ministry*, Revised and Expanded Edition. Downers Grove, IL: Inter-Varsity Press, 2004.

Hauerwas, Stanley, Carole Bailey Stoneking, Keith G. Meador and David Cloutier (Eds.). *Growing Old in Christ*. Grand Rapids, MI: Eerdmans, 2003.

Stonehouse, Catherine, and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Grand Rapids, MI: Baker, 2010.

Stonehouse, Catherine. *Joining Children on the Spiritual journey: Nurturing a Life of Faith*. Grand Rapids, MI: Baker, 1998.

Zonnebelt-Smeenge, Susan and Robert C. Devries. *Living Faithfully in the Shadow of Death*. Grand Rapids, MI: Baker, 2004.

Module 2: Family Ministry

Objectives

Knowing: To understand the principles, themes, emphases, and desired outcome(s) of Family Ministry.

Being: To reflect on the roles of the faith community, family and mentors in the student's spiritual formation.

Doing: To design and implement a program family ministry intervention that encourages and supports family faith formation and Christian family life patterns.

Date	Topic	Assignments
Feb 7, 2017	Strengthening Families	
Feb 14, 2017	Theology of Community	
Feb 21, 2017	READING WEEK	Read the Renfro text.
Feb 28, 2017	Family Support Ministries	

Recommended Reading:

Booth, Catherine. "The Training of Children - An Address to Parents".

<http://www.sermonindex.net/modules/articles/index.php?view=article&aid=29796>

DeMuth, Mary E.. *Authentic Parenting in a Postmodern Culture*. Eugene, OR: Harvest House Publishers, 2007.

John Chrysostom, *Address on Vainglory and the Right Way for Parents to Bring Up Their Children*. In William Laistner, *Christianity and Pagan Culture in the Late Roman Empire*, Ithaca, New York: 1951. Available online:

http://www.strobertbellarmine.net/books/Chrysostom--Vainglory_and_Children.pdf

Garland, Diana R.. *Family ministry: A comprehensive guide*, 2nd Edition. Downers Grove, IL: IVP Academic, 2012.

May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. *Children Matter: Celebrating their Place in the Church, Family and Community*.

Morgenthaler, Shirley K.. *Right From the Start: A Parent's Guide to the Young Child's Faith Development*. St. Louis, MO: Concordia, 2001.

Module 3: Pastoral Ethics

Objectives

Knowing: To understand the ethical responsibilities of professional clergy and Christian leaders.

Being: To deepen in ethical commitments worthy of the gospel of Christ.

Doing: To establish ethical practices for personal and professional life.

Date	Topic	Assignments
Mar 7, 2017	Boundaries & Power	Read: Whipp ch. 9
Mar 14, 2017	Confidentiality & Community	Read: Whipp ch. 10
Mar 21, 2017	Pastoral Ethics Counselling Ethics	In preparation for this class, students are to read the CASC/ACSS Code of Ethics
Mar 28, 2017	Leadership and Pastoral Care	Read: Whipp ch. 1
Apr 4, 2017	Preaching and Pastoral Care	Read: Whipp ch. 12

Recommended Reading:

Milco, Michael R.. *Ethical Dilemmas in Church Leadership: Case Studies in Biblical Decision Making*. Kregel Academic & Professional, 1997.

Sanders, Randolph K.. *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*. Downers Grove, IL: InterVarsity, 1997.

West, Walter E. and Elwyn A. Smith. *Ethics in Ministry: A Guide for the Professional*. Minneapolis, MN: Augsburg/Fortress, 1990.

Date	Topic	Assignments
April 11, 2017	Optional Reflective Discussion With Faculty – by appointment	Final essay due

Course Requirements:

Non-Credit Assignments:

- A. Regular and timely participation in all class sessions.
- B. Completion of all assigned reading.

Graded Assignments

A. Case Study Reflections (three per semester) 20% of course grade

The class will be divided into discussion groups for the purpose of discussing each of three assigned case studies in the term. Each student in the group will facilitate the discussion once each semester. Based on the course readings and lectures as well as the student's own life experience, students will prepare a 750 word reflection or analysis of the case study which will be submitted to the professors on the day scheduled for discussing the case study. Papers will be graded on the basis of the following criteria: self-awareness and reflexivity (i.e., "Being"); use of pastoral, theological and other sources to interpret the case study (i.e., "Knowing"); and, the student's ability to formulate a response to the case study (i.e., "Doing").

Case Study # 1

Due: January 31, 2017

Analyze the following case study in light of the themes related to "Transitions in Life" identified in the fourth segment of this course.

Celeste has been attending your church with her common-law partner and his children for about a year. Shortly after they began attending your church you encountered the pastor of another church in town who informed you that two years prior to her coming to your church Celeste had been a leader in the church where he is the pastor. He then went on to say that Celeste had abandoned both her husband of 20 years and her three children in order to live with another man. Finally, this pastor challenged your liberal attitude for allowing someone who was under church discipline to attend your church. At the time, you assured the pastor that you were aware of all this and that your church was seeking to minister in a redemptive fashion to this family.

Four days ago you received a phone call from Celeste that further complicated your life. Specifically, she informed you that her divorce had come through, that she and her partner planned to get married, and that she wanted you to do the wedding. In addition, she stated that she was interested in finding a way to reconnect with her children with the hope that they might agree to attend the wedding.

Case Study # 2

Due: February 28, 2017

Analyze the following case study in light of the themes related to "Family Ministry" identified in the fifth segment of this course.

Edgar Martinez is the pastor of Sixth Street Church, a church that has been in the community for over a hundred years and which has a reputation both for its attention to the "soul care" needs of its members and adherents as well as to their practical needs. Recently, Sixth Street Church experienced a sudden influx of refugees from a war-torn country in Africa. In the beginning most of the church's leaders and members were happy to see so many new faces. However, eight months have now elapsed and several people have begun to express concerns about how all these new people have changed the church. Their complaints range from the fact that these new families choose to have all their children sit with them for the entire service, rather than place the youngest in the church nursery or send their children out of the service for Junior Church. It has also been noted that this group of newcomers do not make use of any of the other ministries of the church such as Sunday School, the Youth Ministry program, or the church's network of small groups. Finally, because of the contacts the pastoral staff has with this group of refugees, Pastor Martinez is aware of a wide range of practical and social needs. These include poverty caused by unemployment; dependence on government aid; lack of education resulting from too many years hiding from their oppressors; and, family breakdown and divorce following their arrival in Canada.

Case Study # 3

Due: March 28, 2015

Students are to conduct an Internet search for stories about pastors, missionaries, or other church workers who have been accused of an act of professional misconduct as defined by the CASC/ACSS Code of Ethics. Students will select one of these stories for their case study reflection.

B. Textbook Review:**15% of course grade**

Choose one of the core textbooks (excluding Margaret Whipp) to respond to. Write a five page response to the book's impact on your own understanding of Christian ministry. Your response should include: a brief content summary (1 page), an analysis of the framework for ministry (2 pages) and your own theological reflections on the themes introduced (2 pages).

Due: February 14, 2017

C. Core Competency Journal:**30% of course grade**

Course participants will keep a reflective journal highlighting the experiences encountered in their primary field placement related to the core competencies of the course. The journal will be a confidential record of actual ministry practices, events and experiences. These experiences will be classified within the core competencies of the course and written up in a reflective essay (7-8 pages). The criteria for evaluation of this

essay include: established measures for core competencies, creative theological reflection on experiences related to course themes, practices and skills that have been honed for excellence in ministry, identified areas for growth and development, biblical/theological themes that are related to the experiences in ministry recorded through the term. Due: March 28, 2017

D. Final Essay: Philosophy of Ministry

35% of course Grade

Due: April 11, 2017

Students are required to write a 3000 word personal philosophy of ministry that expresses their understanding of the Christian ministry and the values, priorities, etc. that would shape their practice of ministry. It is expected that students will incorporate the themes presented throughout the semester and that they will make use of the course texts and lectures. Students are also expected to read and incorporate discussion of an additional 300 pages of text relevant to any of the topics covered during the current semester. These sources may be chosen from the supplemental reading lists at the end of each chapter of Whipp's book and/or the recommended reading lists in the syllabus. Students may also draw from their core competency journal identifying thoughts, questions, ideas, strategies and personal reflections with respect to the class sessions and the assigned readings. Papers will be graded on the basis of the following criteria: self-awareness and reflexivity (i.e., "Being"); use of pastoral, theological and other resources to support their philosophy of ministry (i.e., "Knowing"); and, the student's ability to articulate pastoral behaviors that are consistent with their philosophy of ministry (i.e., "Doing").

A. Textbook Purchase

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts

B. Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty <http://www.mcmasterdivinity.ca/programs/rules-regulations>

C. Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

D. Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>.

Failure to observe appropriate form will result in grade reductions.

E. Submission of Written Work

All written work is to be submitted by email in either MSWord format, “Rich Text Format” (i.e., *.rtf), or as an Open Office document. All assignments are due on the day indicated (by email before 5 p.m. of the day due). **Late submission of assignments will be deducted one grade point (1%) for every late day.** Graded papers will be returned to the student with comments in pdf format.

F. Length

Students are expected to adhere to the word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

G. Disclaimer

This syllabus is the property of the instructors and is prepared with the currently available information. The instructors reserve the right to make changes and revisions up until the first day of class.