



MS 3B03 Foundations for Effective Ministry 3b (Winter)
Tuesdays 8:30 – 10:20 am

Instructors: Phil C. Zylla, D.Th.
email: zyllap@mcmaster.ca
Office: 215
Phone: (905) 525-9140 Ext. 20104

Kelvin F. Mutter, Th.D.
mutterk@mcmaster.ca

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.

Other Resources:

_____. Code of Ethics. *CASC/ACSS Policy and Procedure Manual*, Chapter 5. Available online:
<http://209.162.178.174/manual.asp?Chapter=5>

Professors:

Dr. Phil Zylla is Academic Dean and Associate Professor of Pastoral Theology at McMaster Divinity College. His current research project, *Spiritual Formation of the Congregation*, expands on his earlier work in virtue theory and pastoral theology. Dr. Zylla was active in pastoral ministry in the Canadian context for over 18 years as a Senior Pastor. He lives in Ancaster with his wife Melodie and daughter, Chelsey.

Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College. Dr. Mutter is a Marriage and Family Therapist (OAMFT/AAMFT) and a Pastoral Counselling Specialist (CASC). Dr. Mutter's ministry and counseling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

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 6, 2015	Spiritual Care of Children	Read: Whipp ch. 3; Capps, ch. 1, 2
Jan 13, 2015	Spiritual Care and Youth and Young Adults	Read: Whipp ch. 6; Capps, ch. 3
Jan 20, 2015	Spiritual Care and the Life Transitions Of Adults	Read: Whipp ch. 2; Capps, ch. 7, 8
Jan 27, 2015	Unit Integration Exercises: Case Study and Directed Discussion	

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.

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>

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 3, 2015	Strengthening Families	Read: Renfro chs. 1-3
Feb 10, 2015	Theology of Community	Read: Renfro chs. 4-6
Feb 17, 2015	READING WEEK	Read: Renfro chs. 7-10

Date	Topic	Assignments
Feb 24, 2015	Unit Integration Exercises: Case Study and Directed Discussion	

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*. Grand Rapids, MI: Eerdmans, 2005.

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 3, 2015	Boundaries & Power	Read: Whipp ch. 9
Mar 10, 2015	Confidentiality & Community	Read: Whipp ch. 10
Mar 17, 2015	Pastoral Ethics Counselling Ethics	Read: CASC/ACSS Code of Ethics; Trull & Carter, Appendices B to D.
Mar 24, 2015	Leadership and Pastoral Care	Read: Whipp chs. 1, 12
Mar 31, 2015	Unit Integration Exercises: Case Study and Directed Discussion	

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 9 or 10, 2015	Optional Reflective Discussion With Faculty – by appointment	Final essay due

Course Requirements:

Non-Credit Assignments:

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

Graded Assignments

- A. Participation in Unit Integration Exercises:** **15% of course grade**
Jan 27, Feb 24, Mar 24, 2015

Students are expected to attend and participate in the Unit Integration Exercises that will take place at the end of each unit of the course.

- B. Textbook Review:** **15% of course grade**
Due: February 10, 2015

Choose one of the core textbooks (excluding Margaret Whipp) to respond to. Write a 5-7 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 (2-4 pages).

- C. Supplemental Reading (300 pages)** **20% of course Grade**
Due: March 3, 2015

Students are to read an additional 300 pages of text relevant to any of the topics to 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. In addition to reading this material, students are required to write a 1500-2000 word reflection paper outlining what they learned from this assignment and describing how they believe it contributes to their understanding of the practice of ministry. Papers will be graded on the basis of the following criteria: self-awareness and reflexivity (i.e., "Being"); ability to articulate the theological, philosophical and practical issues raised by their reading (i.e., "Knowing"); and, the student's ability to identify the types of pastoral behaviors that emerge from their reading (i.e., "Doing").

- D. Core Competency Journal:** **20% of course grade**
Due: March 17, 2015

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 (7-9 pages). The criteria for evaluation of this essay include: evidence that the student has sought to practice the competencies presented in this course (i.e., "Doing"), self-awareness and reflexivity with respect to what they learned about themselves through these situations (i.e., "Being") and creative theological reflection on their ministry experience (i.e., "Knowing").

E. Final Essay: Philosophy of Ministry**30% of course Grade**Due: March 31, 2015

Students are required to write a 3000-4000 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 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”).

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.

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>.

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.

Submission of Written Work: All written work is to be submitted in hard copy [Allowances for digital submission will only be made if special permission is granted for that assignment]. 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.***

Length: Students are expected to adhere to the word/page count. Papers will be penalized if they are shorter than the minimum word/page count. Papers that exceed the maximum word/page count will receive grace for the first 15% over the stipulated limit after which the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word/page count.

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, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

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.