Reuben Welch School of Theology and Ministry
CMI 4025: Youth and Family Ministry
3 Unit- Fall 2023

Meeting days/times: Tuesday and Thursday, 3:00 pm-4:15 pm

Meeting location: Bond 102

Final Exam: Tuesday, Dec. 16, 4:30-7:00 pm

Instructor title and name:	Dr. Jennifer Guerra Aldana
Email:	jennifeguerraaldana@pointloma.edu
Office location and hours:	Smee 210, meeting upon request.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

How do we lead so that children and youth will follow Christ? How are the gifts of the young employed in mission? How does the church equip families to support faith? This course will examine recent sociological studies of emerging adulthood and look at ministry practices designed to sustain the long term witness of the church through intergenerational ministries.

Course Learning Outcomes

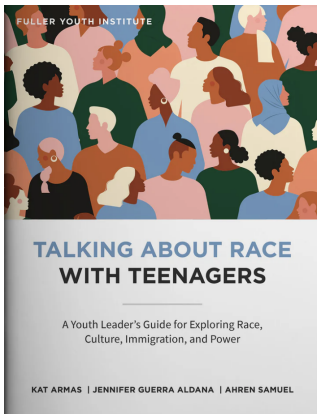
1. You will engage in critical thinking about the theology and practice of discipleship among youth and families.
2. You will reflect on the experiences of young people and families.

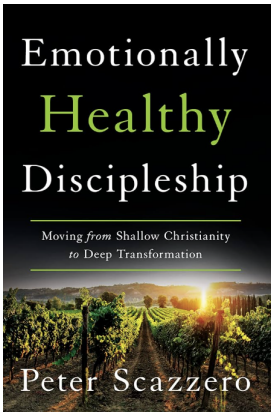
3. You will examine and differentiate between different common approaches to discipleship among youth and families.
4. You will converse with fellow students about complex social issues and ministerial situations.
5. You will analyze complex situations in youth ministry and engage the work of practical theology to offer a solution.

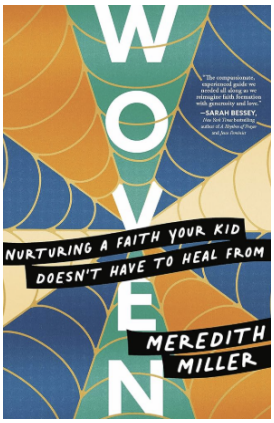
Land, Labor, and Life Acknowledgement
As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceeded territories of the Kumeyaay Diegueño Indian Tribe. May we be good guests to the people, the stories, the wisdom, the fruits of the land, and dwell with one another with peace.

Course Philosophy
Learning is a communal and collaborative process. For that reason, I hope that we can co-construct an environment of rich conversation and critical engagement. I expect students to engage deeply with the readings, come ready to have meaningful conversations, and engage the content with curiosity and effort. *I believe in active learning*. I recognize that I will ask you to engage in theological reflection and conversation in this course that may feel beyond your level of expertise or comfort– embrace it! Lean in, take risks and give your best effort. As your professor, I commit to providing feedback and being a partner in learning. *The best learning happens when we are stretched beyond what we know or are comfortable with but not to the point of becoming overwhelmed*. Communication will be critical; the more you choose to share, the best I can partner with and support you.

Required Texts and Recommended Study Resources







- **Three Big Questions That Change Every Teenager: Making the Most of Your Conversations and Connections** by Brad Griffin & Kara Powell, Baker Publishing/ ISBN:
- **Talking About Race with Teenagers: A Youth Leader's Guide for Exploring Race, Culture, Immigration and Power** by Kat Armas, Jennifer Guerra Aldana & Ahren Samuel. Fuller Youth Institute/ https://shop.fulleryouthinstitute.org/products/talking-about-race-with-teenagers-a-youth-leader-s-guide-digital-download

- **Emotionally Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation** by Peter Scazzero, Zondervan/ ISBN: 978031010948
  Woven: Nurturing a Faith Your Kid Doesn't Have to Heal From by Meredith Miller, Worthy/ ISBN: 9781546004356
  Additional readings and electronic resources as assigned via Canvas

Assessment and Grading

Grades will be based on the following:

Assignments:	**Grading Scale:**
○ 20 Reading Reports 15 points each (300) ○ 3 Projects & Reflections , 83 points each (249) ▪ Defining Reality ▪ Defining Family ▪ Why Youth and Family Ministry? ○ Final Project(451) ▪ Listening Plan (51) ▪ Youth Ministry Assessment Paper (250) ▪ Youth Ministry Assessment Presentation (150) **TOTAL POSSIBLE POINTS = 1,000**	A=93-100% A-=92-90% B+=87-89% B=83-86% B-=80-82% C+=77-79% C=73-76% C-=70-72% D+=67-69% D=63-66% D-=60-62% F=0-59%

A note on participation: Come to the (literal, virtual, and metaphorical) table with the humility and readiness to learn from your peers, share with your peers, and challenge your peers when appropriate. Rather than simply finding a way to talk a lot, focus your concern on doing your part to promote meaningful course dialogue regarding the reading and classroom activities.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has

been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students **speak with their professors during the first two weeks** of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. You may report an incident(s) using the Bias Incident Reporting Form.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.
If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Course Schedule and Assignments:

DATE	Class Content	READ & DO ***BEFORE*** CLASS

Youth and Family Ministry is..a Learning Community		
Week 1 September 2	Learning Community Agreements	
September 4	Introduction to Class	
Youth and Family Ministry is…Contextual		
Week 2 September 9	**Braving Conversations**	Read Talking About Race with Teenagers Ch. 1&2 and complete reading report.
September 11	Race and Ethnicity	Read Talking About Race with Teenagers Ch. 3 and complete reading report.
Week 3 September 16	Migration	Read Talking About Race with Teenagers Ch. 4 and complete reading report.
September 18	Supporting economically diverse students and their families	Read Talking About Race with Teenagers Ch. 5-6 and complete reading report.
Week 4 September 23	Mental Health	• Read 3 Ways Every Youth Leader Can Support Blog and complete reading report.
September 25	Responses to Pandemic Impact	• Read 5 Critical Changes in Post-Pandemic Youth Ministry Blog and complete reading report. • **Defining Reality Project Due**
Youth and Family Ministry…redefines family		
Week 5 September 30	**Idolization of the Nuclear Family**	Read The Children of Divorce by Andrew Root Pg. 4-15 and complete reading report.
October 2	Introduction to Genograms Department Chapel planning!	
Week 6 October 7	**Divorce & Blended Families**	Read The Children of Divorce by Andrew Root Pg. 16-25 and complete reading report. **Defining Family Genogram Assignment Due**
October 9	Ministering to a mixed status community	• Read "Reading Scripture with Migrant Youth" Blog and complete reading report.
Week 7 October 14	**Rethinking Formation Models**	• Read Woven, Intro-Ch. 2 and complete reading report.
October 16	Nurturing a Faith - Dept. Chapel (Oct. 17) last prep	• Read Woven, Intro-Ch. 3-4 and complete reading report.

Week 8 **October 21**	**God Is…**	Jigsaw Reading Woven Ch. 5-10 and complete reading report.
October 23	**FALL BREAK**	
Youth and Family Ministry is…Attentive to the Three Big Questions		
Week 9 **October 28**	**Theology of Youth Ministry**	Read 3 Big Questions part 1 and complete reading report. **Why Youth and Family Ministry Assignment Due**
October 30	Introduction to Final Project	Read 3 Big Questions part 2 and complete reading report.
Week 10 **November 4**	**Identity, Belonging, Purpose**	• Read 3 Big Questions part 3 and complete reading report. **Listening Plan Due**
November 6	IBP and Discipleship	Read 3 Big Questions part 4 and complete reading report.
Week 11 **November 11**	**Intergenerational Ministry**	
Youth and Family Ministry is…Trauma-Infromed & Emotionally Healthy		
November 13	**Trauma-Informed Ministry**	• Listen to Trauma Informed Discipleship Podcast with David Wang and complete reading report.
Week 12 **November 18**	From Birth to HS Graduation	
November 20	Our Ministerial response	• Read Emotionally Healthy Discipleship Ch. 1-3 and complete reading report.
Week 13 **November 25**	**No In-person class** (Small Group work time for Final Project)	
November 26	**Thanksgiving Break!**	
Youth and Family Ministry is…Holistic (Toward a Whole-Family Vision)		
Week 14 **December 2**	**Emotionally Healthy Discipleship**	• Read Emotionally Healthy Discipleship Ch. 4-6 and complete reading report.
December 4	EHD in Action	• Read Emotionally Healthy Discipleship Ch. 7-10 and complete reading report.
Week 15 **December 9**	**Emmaus Road: Acompañamiento**	
December 11	A Vision for Youth Ministry	• **Youth Ministry Assessment Paper Due**
Week 16 **December 16**	**Final Presentations**	• **Class/Peer Evaluation Due**

Assigment Descriptions