LEE UNIVERSITY
Division of Adult Learning

DIVISION OF ADULT LEARNING

SYLLABUS

YTHM-433: Contemporary Issues in Youth Ministry

Date: 07/26/2016

Table of Contents:

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is a study which focuses on helping teens, and families of teens, in problem situations.

Required Text(s) and/or Supporting Resources:

Required Text:

Clark, Chap. Hurt *2.0: Inside the World of Today's Teenager*. 2nd ed. Grand Rapids: Baker Academic. 2011. ***(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)***

Van Pelt, Rich, and Jim Hancock. *The Youth Worker's Guide to Helping Teenagers in Crisis*. Grand Rapids: Zondervan. 2005. ***(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)***

Additional Supporting Resources:

Holy Bible

Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

YTHM-245

Course Goals and Learning Outcomes:

PURPOSE

This course is intended to focus on the development of skills needed to assist teenagers and their families in times of challenge or trouble. Examination will be given to the characteristics of the effective helper, and the dynamics of a helping relationship.

General Learning Objectives (*Course Goals*):

This course seeks to:

1. Identify and explain the need for peer counseling and referral.
2. Acquaint students with common personal problem areas in youth work.
3. Familiarize students with the various skills needed to assist teenagers and their families in times of challenge or trouble.
4. Demonstrate when, how, and to whom youth workers should refer teens that are in problem situations.
5. Profile and describe the traits of "at risk students"
6. Compile information concerning various types of contemporary youth issues.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Evaluate problem-helping and ministry proficiencies through observation of such skills on video and in local youth treatment programs.
2. Formulate programs and ministries for a youth group which would inform and assist parents and teens in understanding common youth problems.
3. Develop a list of youth problem resources which are responsible, timely, and appropriate for local church youth programs.
4. Demonstrate through various methods, step by step procedures in dealing with various youth problem situations.
5. Produce a "Problem Solving Document" useful in youth ministry training which covers a selected common contemporary issue.
6. Produce a Training Program for volunteer team members and parents which will inform them about various adolescent problems of which they should be aware.
7. Critically and practically appraise the textbook reading in through Critical Thinking exercises.

Major Topics:

A. Today's Student: Hurt, Troubled, and Broken
   - An Overview of the Millennial Generation
   - Understanding Crisis
B. Should You Be Working With Troubled (At-Risk) Youth?
   - Defining an "At-Risk" Student
   - What Keeps the Church from Helping At-Risk Youth?
C. Qualities of an Effective Helper
   - Facts About Effective Helpers
   - Congruence and Unconditional Positive Regard
D. Understanding Troubled/Problem/At-Risk Youth
   - Profile of a Typical "Troubled Youth"
   - Cultural Influences Which Affect Every Student (Teen)
   - A Model for Handling a "Problem Situation"
E. Counseling Essentials
   - Six Stages of a Healthy Plan of Action
   - Effective Counseling Techniques
   - Meeting Counseling Needs
F. A Christian Approach to Counseling
   - Skills of a Christian Counselor
   - Safely Counseling Today's Teen
   - Counseling Issues in the Local Church
G. Five Priorities for 21st Century Youth Ministry
   - Missional Youth Ministry
   - Invitational Youth Ministry
   - Demonstrational Youth Ministry
   - Intentional Youth Ministry
   - Transformational Youth Ministry

H. Ministering to Troubled / Problem / At-Risk Youth
- What Does It Mean to Minister to At-Risk Youth?
- Communicating the Gospel to Troubled Teens
- Families and Youth: The Vital Link

Course Assessments:

A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
C. **Unit Assignment.** Students will prepare a Community Resource Catalogue that lists 25-30 agencies, ministries, counseling centers, clubs, school social workers, and treatment facilities that work with or treat "problem or at risk youth" within the context of the student's local and surrounding community. This **Community Resource Catalogue** should include detailed contact information, websites, phone numbers, and addresses. The research and exploration of these agencies, etc. by the student should equip them to develop and write brief synopsis or explanation of the services, treatments, and mission of each of these care professionals, agencies, and ministries. When completed, this Catalogue should serve as the "go to" resource for youth leaders and church workers in that community.
D. **Exams.** During the course, **three (3) exams** will be given pertaining to the course material. The exams will cover material limited to the current Units of study. The exam format may include multiple-choice, matching, true & false questions, fill-in-the-blank, listings and essay style questions. Carefully follow the provided instructions.
E. **Course Project (Video).** Students are to view "The Dead Poet's Society" movie and make observations based on questions provided. Students will then dialogue with other students through a threaded discussion.
F. **Course Project (Training).** Students will be assigned a contemporary youth related issue or problem and will develop an 8 -10 page worker's manual which models your training program for this issue. The finished product should result in the development of a **Training Program Manual for Volunteer Leaders.** Students will describe how they would train their youth ministry team in the local church on how to minister, handle, and/or respond to that issues or problem in the lives of students in their ministry scope. Your Training Program Manual for Volunteers should be written in a systematic, detailed, scripted form and serve as the document you would use to teach / train on this subject to volunteer youth ministry leaders. *This is not a research paper* but rather a written description and process of the detailed material the student would share to effectively prepare their youth ministry volunteer team regarding the selected issue.
G. **Course Project (On-Site).** Students will prepare and submit a one-two page, typed, double-spaced evaluative summary of visits to two youth problem treatment facilities. The summary will describe treatment options and restorative care, etc. offered at those facilities. A dated

document from the facility (on letter-head or another type of Treatment Facility document) with the student's name and the <u>signature</u> of the contact person / administrator who facilitated the on-site visit must be scanned and submitted with your On-Site Field Visit Summary.

H. **Course Project (Interview).** Students will prepare and submit a two-four page, typed, double-spaced evaluative **Report Summary** of a personal interview with a local area High School or Middle School Counselor. Ideally, this personal interview should take place face-to-face, but a "skype", "face-time," or phone interview would be permissible. The interview and subsequent **Report Summary** will attempt to address three key areas: *1) What the school counselor feels are the three most significant contributing factors that make youth in that community "at risk, troubled, or problem students"; 2) The three most prevalent expressions of addiction, crisis, and self-harm among students in the community (see the section #5 list in the <u>Helping Teens in Crisis</u> textbook); and 3) What the school counselor suggests youth ministries and youth pastors can to do help with these issues.*

Evaluation:

A.	Threaded Discussions	260
B.	Unit Assignment	100
C.	Exams	300
D.	Course Projects	340

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in

progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:
- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
b. paraphrasing all or part of another person's words without documentation.
c. stating an idea, theory, or formula as your own when it actually originated with another person.
d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.

- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

Barna, George. *Real Teens: A Contemporary Snapshot of Youth Culture*. Ventura: Regal Books, 2001.
Boshers, Bo. *Student Ministry for the 21st Century*. Michigan: Zondervan, 1997.

Crabb, Lawrence. Connecting: *Healing for Ourselves and Our Relationships*. Nashville: W Publishing 1997.

Clinton, Timothy, Timothy Clinton and Chap Clark. *The Quick Reference Guide to Counseling Teenagers.* Grand Rapids: Baker Books, 2010.

Dunn, Richard, and Senter, Mark. *Reaching a Generation for Christ*. Chicago: Moody, 1997.

Fields, Doug. *Purpose Driven Youth Ministry*. Michigan: Zondervan, 1997.

Larson, Bruce, Paul Anderson; Doug Self. *Mastering Pastoral Care*. Oregon: Multnomah, 1990.

Meeker, M. J. *Restoring the Teenage Soul: Nurturing Sound Hearts and Minds in a Confused Culture.* Traverse City: McKinley and Mann, 1999.

Mueller, Walt. *Understanding Today's Youth Culture.* Wheaton: Tyndale House Publishers, 1999.

Robbins, Duffy. *Youth Ministry That Works*. Illinois, Victor Books, 1991.

Rowley, William. *Equipped to Care*. Illinois: Victor Books, 1990.

Rydberg, Denny. *Building Community in Youth Groups*. Colorado: Group, 1985.

Senter, M. III (general editor). *Four Views of Youth Ministry and the Church: Inclusive Congregational; Preparatory; Missional; Strategic.* Grand Rapids: Zondervan Publishing House, 2001.

Spader, Dann, and Gary Mayes. *Growing a Healthy Church*. Chicago, Moody, 1994.

Ward, Pete. *God at the Mall*. Massachusetts: Hendrickson, 1999.