

# Winter 2023 YMIN 224: Family, Relationships, and Ministry

Graduate Program in Pastoral Ministries

- Saturday, January 14, February 11, and March 18, 9am-3pm (Online via Zoom) – Zoom link provided via Camino
- Tuesday's beginning January 17 through March 14, 2023, 6pm-8pm (Online via Zoom) – Zoom link provided via Camino

John Rinaldo, D. Min.

[jrinaldo@scu.edu](mailto:jrinaldo@scu.edu)

(408) 838-0995

Office hours: by appointment only

## COURSE DESCRIPTION: FAMILY, RELATIONSHIPS, AND MINISTRY

This course equips students to provide leadership skills and strategies that empower the family and relationships. The minister will be trained to recognize and respond to the needs of persons at various stages of life in light of diverse expressions of family, gender, sexuality, relationships, and culture. Emphasis is placed on the minister's role in accompanying families and sustaining life-giving relationships that animate the mission discipleship of the parish and community.

## LEARNING OBJECTIVES

This course addresses the following Goals and Objectives of the GPPM Program:

- **Objective 2B:** Students will understand the significance of liturgy for their ministry an in the life of faith.
- **Objective 3B:** Students will apply skills from their area of concentration for use in their faith community.

## COURSE REQUIREMENTS

### Required Texts:

*10 Building Blocks for a Solid Family*, Jim Burns, Bethany House Publishers, 2010.  
(ISBN 978-0764214158)

*Directory for Catechesis*, Pontifical Council for the Promotion of the New Evangelization,  
United States Catholic Conference of Bishop, 2020. (ISBN 978-1-60137-669-5)

*Families & Faith: A Vision & Practice for Parish Leaders*, Leif Kehrwald,  
23rd Publications, 2006. (ISBN 978-1585955725)

*Family-Based Youth Ministry* (revised and expanded), Mark DeVries,  
InterVarsity Press, 2004. (ISBN 978-0830832439)

*The New Breed: Understanding and Equipping the 21st Century Volunteer* (2nd Edition),  
Jonathan McKee and Thomas W. McKee, Simply Youth Ministry, 2012.  
(ISBN 978-0764486197)

*Youth Ministry and Parents: Secrets for a Successful Partnership*, Leif Kehrwald,  
Saint Mary's Press, 2004. (ISBN 978-0884897897)

Other readings as assigned.

### Course Work:

1. **Informed and Engaged Class Participation (20 points):** Attendance is expected at all face-to-face and online classes. Thoughtful and reflective participation is expected, including sharing comments and questions throughout the course and via Camino, our online class platform. For each class session, you will be awarded up to 2 points: 1 point for attendance in class and 1 point for participating in the online discussion. To earn full credit for each class, participation in class and in the online discussion forum is required.
2. **Written Work (30 points):** Written work will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
  - a. Reflection paper: Due by Friday, February 10. (4-5 pages; double-spaced, 12 pt. font; submit via Camino). The purpose of this paper is to articulate and integrate insights from your reading and our class discussion specifically around innovative ways to evangelize and engage parents and families in a more secular and

unchurched world and developing deeper engagement with “cultural Catholics”. Prominent question for reflection: How can we engage parents and their families in formation and Mass? In what ways might we provide tools for families to implement faith activities at home? Further questions for your consideration will be posed in class sessions. Be sure to reference and quote assigned readings up to this point in the class in the reflection paper to show knowledge and understanding of the subject matter.

- 3. Final Project and Class Presentation (50 points):** Each student will select a topic of particular interest or concern regarding families and parents in their existing ministry. In consultation with the instructor, the student will develop a specific project: for example, it might be a new process to support parents as the primary educators of the faith, or a redesign of an existing outreach efforts to non-traditional families, etc. There is a lot of room for creativity on this project. The key is that this project be something that you can implement in your ministry. I am not interested in a purely theoretical project, but one that is practical and realistic. On the day of our last Saturday session, students will give a brief (15 minute) presentation on the project. A written report is required that documents the scope and development of the project (8-10 pages). PowerPoint presentations and other media tools are required and should be submitted along with the paper. Guidelines will be presented in class.

#### GRADING

- 20% attendance/informed & engaged class participation (20 points total);
- 30% reflection paper (30 points total);
- 50% final paper/project/presentation (50 points total)

## WEEKLY SCHEDULE

**Jan 14, online:**      **Topic(s):** Class Orientation and Introduction;  
**9am-3pm**                      **Readings:**

-

**Jan 17, online:**      **Topic(s):**  
**6-8pm**                      **Readings:**

-

**Jan 24, online:**      **Topic(s):**  
**6-8pm**                      **Readings:**

-

**Jan 31, online:**      **Topic(s):**  
**6-8pm**                      **Readings:**

-

**Feb 7, online:**      **Topic(s):**  
**6-8pm**                      **Readings:**

-

**Feb 11, online:**      **Topic(s):**  
**9am-3pm**                      **Readings:**

-

**Feb 14, online:**      **Topic(s):**  
**6-8pm**                      **Readings:**

-

**Feb 21, online:**      **Topic(s):**  
**6-8pm**                      **Readings:**

-

**Feb 28, online:**      **Topic(s):** From Visitor to Engagement  
**6-8pm**                      **Readings:**

-

**Mar 7, online:  
6-8pm**

**Topic(s):**  
**Readings:**

-

**Mar 14, online:  
6-8pm**

**Topic(s):**  
**Readings:**

-

**Mar 18, online:  
9am-3pm**

**Topic(s):** Final Presentations  
**Readings:**

-None

## **ACADEMIC INTEGRITY**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code. Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

## **WRITING SUPPORT**

The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or [GPPM.Dorothy@gmail.com](mailto:GPPM.Dorothy@gmail.com)

## **DISABILITIES RESOURCES**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

## **USE OF TECHNOLOGY IN & RECORDING OF CLASS**

Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a

documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

### **DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>