



# Clinical Field Project

## CEYH 6190

### New Orleans Baptist Theological Seminary

#### Christian Education Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of the Course**

The purpose of this course is to provide the student an opportunity for study in a practicum environment in his chosen field of pedagogy: youth ministry.

### **Core Value Focus**

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Biblical exposition:* To interpret and communicate the Bible accurately, specifically as Scripture relates to the purpose and viability of youth ministry in the context of the local church.
2. *Theological and historical perspective:* To understand and interpret Christian theological heritage as it relates to the history of youth ministry.

3. *Effective servant leadership*: To analyze the servant perspective through interrelationships among the leaders of the youth ministry and the church as a whole.
4. *Interpersonal relationships*: To examine the critical elements of effective youth ministry practices that develop and enhance interpersonal relationship skills of youth.
5. *Disciple making*: To examine how local church youth ministry responds to the biblical mandate of the Great Commission.
6. *Spiritual and character formation*: To provide moral leadership for the youth ministry by modeling and mentoring Christian character and devotion.

### **Course Description**

A practical learning experience that involves the student, an academic professor, and an approved on-site facilitator. Only one field project may be allowed per degree. Prior to the regular registration cycle for the semester, the student will petition to the appropriate professor of the academic discipline for the conduct of the project. The application will include the scope of the project, the credentials of the proposed on-site facilitator, and the anticipated results of the project. The faculty member will establish the criteria for the completion of the project. The clinical field project will require a minimum of two faculty-to-student meetings. When possible those meetings will include the on-site facilitator. Evaluation and grade, while integrating the report of the facilitator, will be the responsibility of the academic faculty member.

### **Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:

1. The student will gain knowledge and understanding of youth culture as it relates to the function of local church youth ministry.
2. The student will develop an appreciation and value for analyzing youth culture as a means for discovering the influences of youth culture on local church youth ministry.
3. The student will gain skills and practical application for serving in a local church youth ministry.

### **Required Readings**

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

#### **Required Texts**

##### Books

Jackson, Allen. *Disciple: The Ordinary Person's Guide to Discipling Teenagers*. Youthministry360.com, 2015.

Jackson, Allen and Richard Barnes. *Teaching Youth: Leaders, Lessons, and Lifestyles*. Nashville: Lifeway, 2000.

Powell, Kara, Brad Griffin, and Cheryl Crawford. *Sticky Faith: Youth Worker Edition. Practical Ideas to Nurture Long-Term Faith in Teenagers*. Grand Rapids, MI: Zondervan, 2011.

### Journal Article

Amato, Paul R., "The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation," *Marriage and Child Well Being*, Volume 15 Number 2, fall 2005.

### Research Articles

College Transition Initiative. "Why Young People Abandon the Faith: Lessons from William Wilberforce." 2014.

[http://www.collegetransitioninitiative.com/files/2014/02/cti\\_wilberforce.pdf](http://www.collegetransitioninitiative.com/files/2014/02/cti_wilberforce.pdf)

College Transition Initiative. "Finishing Strong: Advice for Parents of High School Seniors." 2012.

[http://www.collegetransitioninitiative.com/files/2012/10/cti\\_finishing\\_strong.pdf](http://www.collegetransitioninitiative.com/files/2012/10/cti_finishing_strong.pdf)

College Transition Initiative. "Conversations for the College Bound: 10 Talks to have Before Arriving on Campus." 2012.

[http://www.collegetransitioninitiative.com/files/2012/12/cti\\_conversations.pdf](http://www.collegetransitioninitiative.com/files/2012/12/cti_conversations.pdf)

Harvest USA. "The Normalization of Porn in the Church: What the Church Needs to do Now." 2013.

<http://www.harvestusa.org/the-normalization-of-porn-in-the-church-what-the-church-needs-to-do-now/#.VaaOVPIVikr>

9 Marks. "Six Principles for Youth Ministry." 2014. <http://9marks.org/article/six-principles-for-youth-ministry/>

## **Course Teaching Methodology**

In cooperation with Dr. Angie Bauman, Associate Professor of Christian Education, the student will complete the following application for proposal of study:

### **Proposal for Clinical Field Project CEYH 6190 Clinical Field Project in Youth Ministry**

#### **Statement of Purpose**

This Clinical Field Project will seek to equip the student for discipleship-based youth ministry by introducing him to various youth teaching methodologies and guides. This project will also enable the student to become familiarized with various life situations that youth ministers frequently encounter. The goal will be to provide the student with knowledge for discipleship based youth ministry and the opportunity to put into practice the knowledge and techniques gained. By semester's end the student should be capable of implementing his own youth ministry discipleship strategy.

#### **Rationale**

The purpose for enrolling in this Clinical Field Project is to complete the credit hour requirement for graduation. The student only needs one credit hour elective course to complete this degree requirement so that he may graduate in December 2015.

## **Description of the Proposed Clinical Field Project**

### **1. Description of Units:**

The Clinical Field Project will focus on several issues that are important for discipleship based youth ministry. The Field Project will provide the student with the knowledge and capability for implementing a discipleship based youth ministry strategy. The course will be divided into 4 major units. Unit 1 will focus on providing a foundation for teaching youth. Unit 2 will focus on how to disciple youth. Unit 3 will focus on strategies to produce long-term faith in youth. Finally, Unit 4 will focus on issues pertinent to older youth as they prepare to enter into the college years.

### **2. Directed Reading:** The reading will consist of books, a journal article, and research articles. Books

Jackson, Allen. *Disciple: The Ordinary Person's Guide to Discipling Teenagers*. Youthministry360.com, 2015.

Jackson, Allen and Richard Barnes. *Teaching Youth: Leaders, Lessons, and Lifestyles*. Nashville: Lifeway, 2000.

Powell, Kara, Brad Griffin, and Cheryl Crawford. *Sticky Faith: Youth Worker Edition. Practical Ideas to Nurture Long-Term Faith in Teenagers*. Grand Rapids, MI: Zondervan, 2011.

#### Journal Article

Amato, Paul R., "The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation," *Marriage and Child Well Being*, Volume 15 Number 2, fall 2005.

#### Research Articles

College Transition Initiative. "Why Young People Abandon the Faith: Lessons from William Wilberforce." 2014.  
[http://www.collegetransitioninitiative.com/files/2014/02/cti\\_wilberforce.pdf](http://www.collegetransitioninitiative.com/files/2014/02/cti_wilberforce.pdf)

College Transition Initiative. "Finishing Strong: Advice for Parents of High School Seniors." 2012.  
[http://www.collegetransitioninitiative.com/files/2012/10/cti\\_finishing\\_strong.pdf](http://www.collegetransitioninitiative.com/files/2012/10/cti_finishing_strong.pdf)

College Transition Initiative. "Conversations for the College Bound: 10 Talks to have Before Arriving on Campus." 2012.  
[http://www.collegetransitioninitiative.com/files/2012/12/cti\\_conversations.pdf](http://www.collegetransitioninitiative.com/files/2012/12/cti_conversations.pdf)

Harvest USA. "The Normalization of Porn in the Church: What the Church Needs to do Now." 2013. <http://www.harvestusa.org/the-normalization-of-porn-in-the-church-what-the-church-needs-to-do-now/#.VaaOVPIVikr>

9 Marks. "Six Principles for Youth Ministry." 2014.  
<http://9marks.org/article/six-principles-for-youth-ministry/>

**Field Project:** The Field Project will be to spend at least 3 hours per week working directly with a church's youth ministry. The student will be required to actively participate in teaching during large group settings and small group settings. During this time the student will draw from the selected reading in order to be an effective teacher and disciple-maker. By semester's end, the student should have taught in at least 3 large group settings and 5 small group settings. The Field Project will provide the student the opportunity to reinforce and internalize the knowledge content of the course by applying it in a youth ministry setting.

### **Name and Credentials of Individual(s) who will provide direct supervision**

The professor who will supervise this Clinical Field Project will be Dr. Angie Bauman, Associate Professor of Christian Education. Vic Doss, College Pastor at Watkinsville First Baptist Church in Watkinsville, GA will verify the completion of the Field Project requirements.

### **Time Commitment**

This course should involve a minimum of three to five hours of work per week. All work for this clinical field project course should be completed between **August 24, 2015** and **December 1, 2015**, the week prior to the end of the semester of the specified term; fall semester 2015.

### **Course Schedule**

**Unit 1 – Teaching Youth:** Jackson and Barnes' *Teaching Youth*

**August 24-September 13**

**Unit 2 – Discipling Youth:** Jackson's *Disciple* and Amato's *"The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation"*

**September 14-October 4**

**Unit 3 – Strategies for Long-Term Faith:** Powell, Griffin, and Crawford's *Sticky Faith*

**October 5-October 25**

**Unit 4 – Post-High School Issues:** Research Articles ("Why Young People Abandon the Faith: Lessons from William Wilberforce.", "Finishing Strong: Advice for Parents of High School Seniors.", "Conversations for the College Bound: 10 Talks to have Before Arriving on Campus.", "The Normalization of Porn in the Church: What the Church Needs to do Now.", "Six Principles for Youth Ministry.")

**October 26-November 15**

### **Due Dates for Written Assignments:**

1. Journal Article Reading (Amato's *"The Impact of Family Formation..."*) and Written Review due October 4
2. Textbook & Research Article Readings with annotated bibliography due November 15
3. Field Project and Summary due November 22
4. Final Course Project due November 22

### **Due Dates for Large and Small Groups:**

1. Large Group Lesson #1 due September 13
2. Large Group Lesson #2 due October 4
3. Large Group Lesson #3 due November 8
4. Small Group Lesson #1 due September 6
5. Small Group Lesson #2 due September 20

6. Small Group Lesson #3 due October 11
7. Small Group Lesson #4 due October 25
8. Small Group Lesson #5 due November 1

### **Evaluation**

The professor will prescribe a grade based on the student's satisfactorily completion of the following:

- 15% Textbook & Research Article Readings with annotated bibliography
- 20% Journal Article Reading & Written Review
- 30% Field Project and Summary
- 30% Final Course Project: A Strategy and Implementation Plan
- 5% Professor Conferences

### **Grading Scale**

A 100-93      B 92-85      C 84-77      D 76-70      F 69 and below

### **Assignments and Evaluation Criteria**

The evaluation of the course will be defined by the following course assignments:

1. **Textbook & Research Article Readings with annotated bibliography:** The student should prepare an annotated bibliography of the course textbooks and the research articles including the **bibliographic entry** of each article with a **two or three sentence summary** of each article and **one significant concept beneficial** for local church youth ministry from each book and article. **Due November 15**
2. **Journal Article Reading & Written Review:** The student should prepare a 2-3 page written review of the Journal Article *The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation*. The review should include a summary of the findings in the article, positive and negative takeaways, and some concluding thoughts. **Due October 4**
3. **Field Project and Summary:** The student should spent a minimum of 3 hours per work in a youth ministry setting. By semester's end the student must have taught 3 lessons in a large group setting and led 5 small group meetings. Vic Doss, College Pastor at Watkinsville First Baptist Church in Watkinsville, GA will verify the completion of the Field Project requirements. Upon completion of the Field Project the student will write a four page report of his experiences in the youth group setting. The four page report should include the student's perceived strengths and weaknesses regarding his leading a youth ministry, the challenges and difficulties of the youth ministry, and any major discoveries and takeaways as a result of the Field Project. **Due November 22**
4. **Final Course Project – A Strategy & Implementation Plan:** The student should write a strategy and implementation plan for creating his own discipleship based youth ministry. The strategy and implementation plan should provide a framework for creating a discipleship based youth ministry from scratch, including details of recruiting and training leadership, partnering with parents, selecting teaching methods, balancing social

activities with bible studies, resource/space needs and an outline for the student's first 12 months as a youth minister (the student may include additional topics, but the strategy and implementation plan must contain these elements). **Due November 22**

- 5. Professor Conferences:** The student is expected to communicate with the professor on a bi-monthly basis throughout the fall semester (*a minimum of six contacts*). The communication may occur via Skype, phone, e-mail or in-person and may include, but is not limited to, discussion of course assignments, textbook reading, field ministry experiences, etc.

### Course Policies

The following policies will serve to govern both the student and professor for this course.

**Assignment Format:** Unless otherwise noted, all written assignments must be Word documents. All assignments should be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins written in third person unless otherwise instructed. Assignment pages include a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site.

**Assignment Submission:** Assignments should may be e-mailed to the professor. Assignments are due on the date indicated on the “Course Schedule” and should be submitted according to the description provided in the “Assignments and Evaluation Criteria” section of the syllabus. Assignments not submitted *by the assigned date* are considered *late* and will incur ***an initial 10-point penalty*** and ***accumulate a one-point penalty for each additional day***. Late assignments are due no later than December 1, 2015, *no exceptions*. ***If all course assignments are not received by December 1, 2015, a grade of zero is automatically earned for the missing assignments.***

**Netiquette:** *Appropriate Online Behavior.* The student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Academic Honesty Policy:** All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every

delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Additional Information**

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be the result of a consultation between the student and the professor and be preceded by a reasonable notice to the student. The standards and requirements set forth in this syllabus may be modified at any time by the professor to assist the student in the purpose of the field project.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Selected Bibliography**

A selected bibliography will be provided by the supervising Faculty to assist the student in accomplishing the field project.